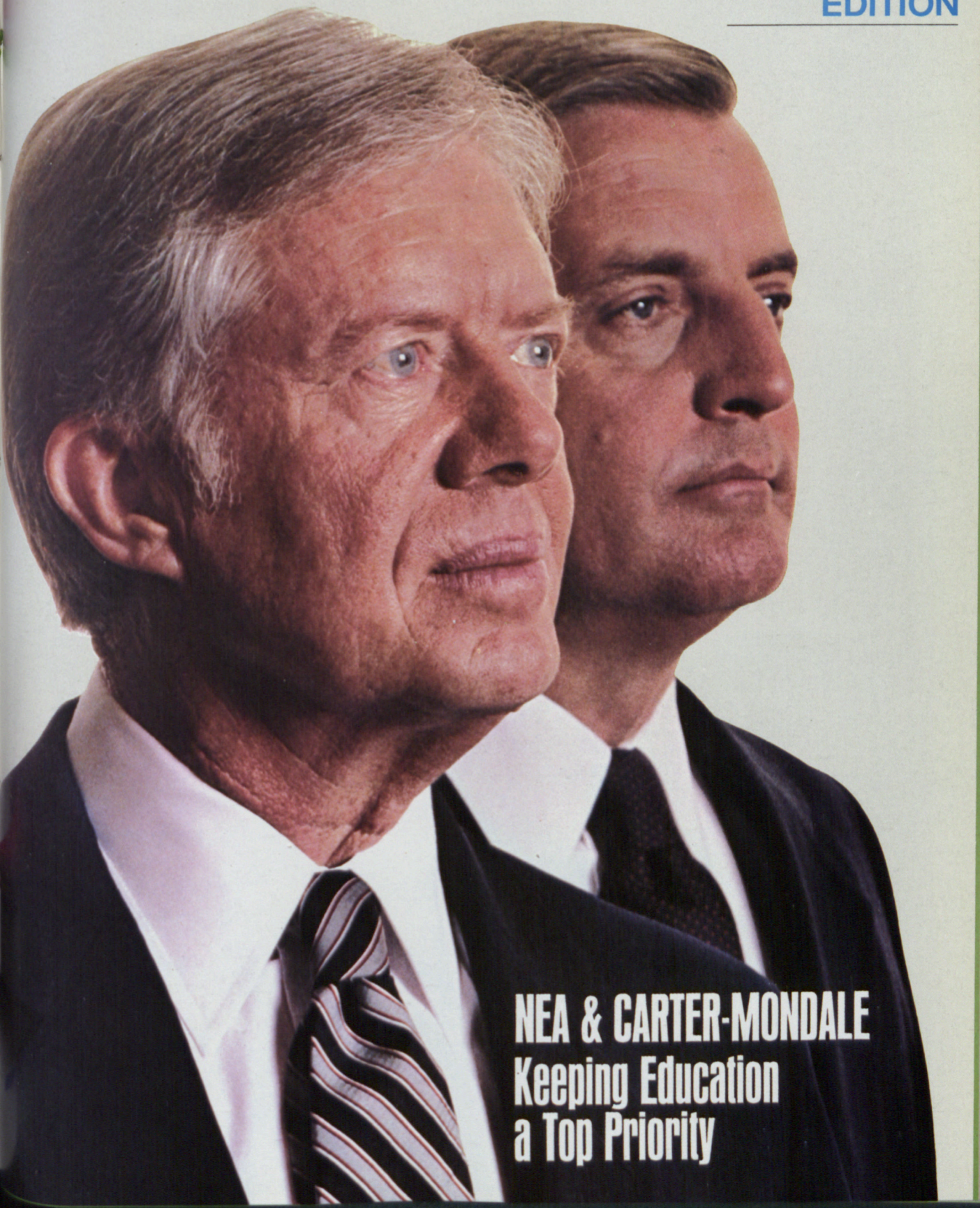
TODAY'S EDUCATION

Journal of the NATIONAL EDUCATION ASSOCIATION

November-December 1980

ELEMENTARY EDITION



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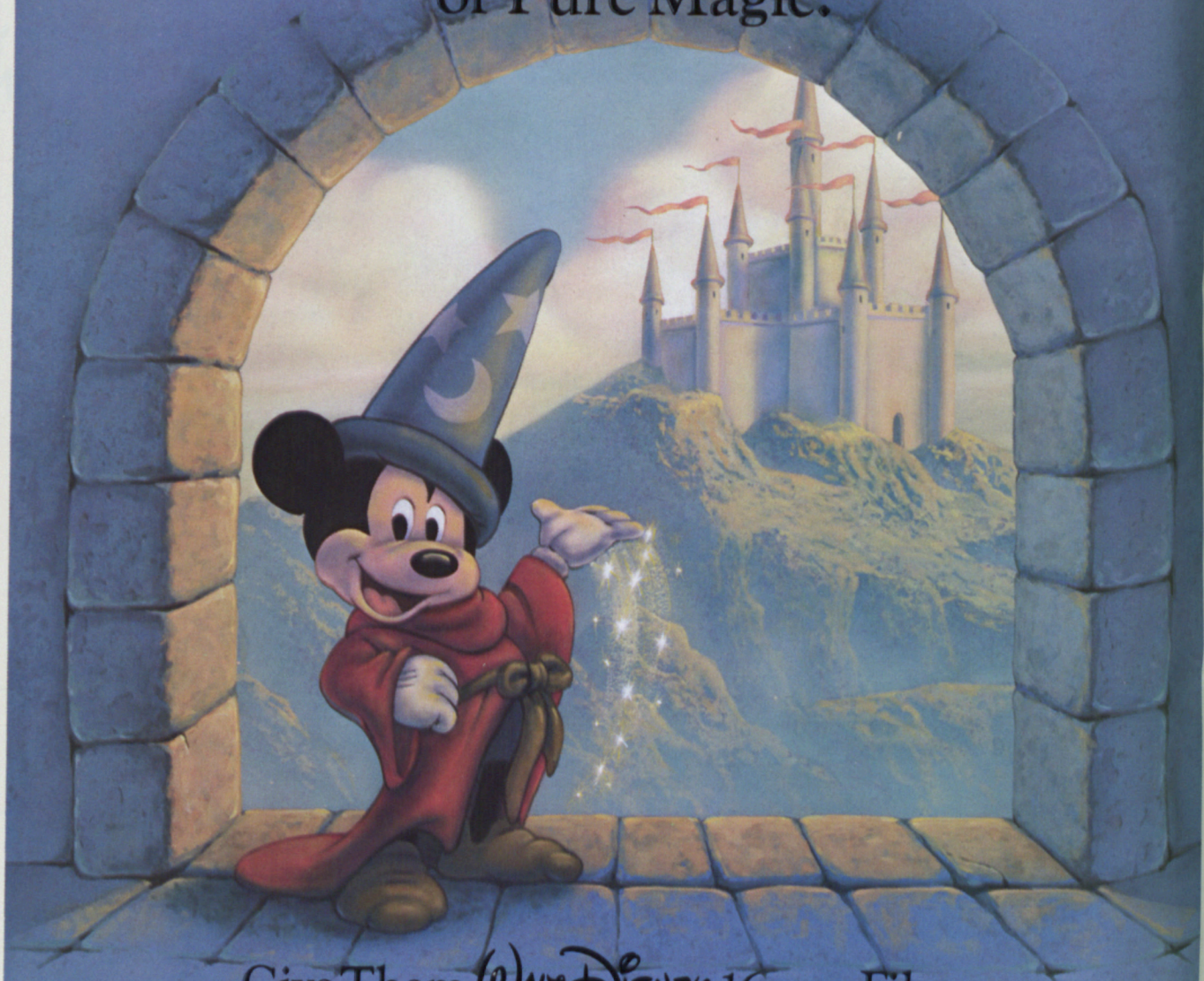

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Trends

Divorce Rate Rises Again, Affects More Children

In 1978 the divorce rate (number of divorces per 1,000 population), which had stabilized after a continual climb between 1963 and 1976, rose to 5.2—4 percent above the 1977 level—according to the National Center for Health Statistics. Provisional data for 1979 indicate a further rise of 2 percent in the divorce rate since 1978.

The total number of children involved in divorce in 1978 was estimated to be more than 1.1 million, a 4.7 percent increase over the 1977 total. The number of children involved in divorce in relation to the total number of children under 18 years old was 18.1 per 1,000—more than twice the 1965 rate and nearly three times the 1955 rate.

About Two-Thirds of Faculty Hold Tenure

Among full-time faculty members at public four-year colleges and universities in 1978-79, 69 percent were tenured and another 23 percent were in tenure-track positions, according to a survey by the Higher Education Panel of the American Council on Education. In private four-year institutions, 63 percent of the full-time faculty members were tenured and another 32 percent were in tenure-track positions. The survey of 1,200 four-year colleges and universities found more than 222,000 full-time faculty members in the physical sciences, engineering, mathematical sciences, life sciences, social sciences, humanities, and education.

Of the 12,400 faculty members considered for tenure in 1978-79, 58 percent were awarded tenure and 22 percent remained eligible for future reconsideration. The tenure approval rate was highest at private universities (74 percent) and lowest at private four-year colleges (49 percent).

Adult Share of Higher Education Enrollment Will Rise

By 1983, students over the age of 24 will constitute 40 percent of all college students; by 1988, they will make up 44 percent, says the National Center for Education Statistics (NCES).

Increases in the number of part-time students won't make up for a decrease in the number of full-time students, the report says. It predicts that enrollment will peak in 1981-82, then decrease slightly throughout the rest of the decade.

NCES also expects a decline in the number of college faculty and a continuing decline in the number of doctor's degrees awarded after 1982-83.

Female and Minority Undergraduates Earn Less Than Others

Among full-time undergraduate students who worked, women and minorities earned lower hourly wages than the average, according to a study conducted for the National Center for Education Statistics.

Almost four-fifths of all undergraduates worked—those who were financially independent of their parents for 1,400 hours a year, about twice as much as those who were dependent. These independent students also had higher hourly wages.

Among dependent students, the average hourly wages were $2.32 for men, $1.99 for women, $1.89 for Hispanics, and $1.54 for Blacks. Hispanic students worked more than 1,000 hours a year, much more than the average dependent student.

Among independent students, the average hourly wages were $2.81 for men, $2.44 for women, $2.10 for Hispanics, and $2.06 for Blacks.

Public Faith in Schools Increases

For the first time in seven years, the proportion of adults who think the public schools are doing a better-than-average job has increased, according to the latest Gallup Poll on the public schools. The public now has more confidence in the schools than in 1973.

Only the churches inspire greater confidence than the schools, which led the courts, big business, government, and labor unions.

As in the last nine years, Poll respondents ranked discipline as the leading problem facing the schools. Parents of private school students were twice as likely as parents of public school children to consider discipline the greatest problem of public schools.

International Year of Disabled Persons Comes in 1981

The NEA is one of 220 organizations acting as partners of the U.S. Council for the International Year of Disabled Persons (IYDP), proclaimed by the United Nations. The Council is cooperating with the federal government's Interagency Committee for IYDP.

Thirty-five million Americans—1 of every 6—suffer from physical or mental disabilities. IYDP is designed to help them and their peers in other countries by improving opportunities for them in all areas of life and by improving treatment and rehabilitation for them. IYDP also is intended to reduce the incidence of disabilities through prevention of accident and disease.

Fourth Great American Smokeout Is Scheduled

Thursday, November 20, is the date of the fourth national Great American Smokeout, when the American Cancer Society (ACS) will ask smokers to go without cigarettes for a day. One to three days after last year's smokeout, says ACS, 2.3 million of the participants still weren't smoking. The cold-turkey method of quitting smoking is reported to be the most effective.

ACS estimates that smoking is a causal factor in some 325,000 premature deaths yearly.

Families with Children Suffer Housing Discrimination

Surveys on housing discrimination in Dallas, Los Angeles, Atlanta, and other areas suggest that large and increasing numbers of apartment complexes either prohibit children entirely or accept children only of certain ages or only in limited numbers, says the Children's Defense Fund.

The Annual Housing Survey of the U.S. Department of Housing and Urban Development indicates that in 1976, 2.3 million households were overcrowded and 11 million paid more than they could afford for housing. Vacancy rates for housing units with five or six rooms are dangerously low.

One effect of housing policies that discriminate against children is that patterns of school enrollment are disrupted, forcing the closing of some schools and overcrowding of others.

Religious Leaders Oppose School Prayer Bill

Religious leaders representing most Christians and Jews in the United States have declared that their churches and associations strongly oppose a proposed law denying the federal courts jurisdiction over school prayer controversies.

A representative of the National Council of Churches declared that no agency of the state should be entrusted with responsibility for the spiritual de-

elopment of children, which he termed he task of the family and the faith community. Nine Baptist bodies with more han 27 million members were unanimous in opposing the bill, according to a speaker for their joint committee. A peaker for the United Methodist Board of Church and Society described government-sponsored prayer as a contradiction in terms—prayer is voluntary, he maintained, or it is not prayer.

nternational Year of the Child Made Some Difference

The World Confederation of Organizations of the Teaching Profession asked member organizations what difference the International Year of the Child (IYC) in 1979 had made. Some answers were that—

- Teachers and students had become more aware of children's rights, including equality of opportunity.
- More people had become aware of the needs of children. For example, in the United States, every state affiliate of the NEA and hundreds of local affiliates took part in IYC, informing some 150 million people on this subject.
- Understanding and cooperation among national organizations improved.
- Governments and other agencies reassessed existing programs and identified programs that need more money.
- The public became more aware of children's needs as opposed to the drive for armaments.

Marijuana Use Now Begins Earlier

The most significant increase in marijuana use in the past year was among 12- to 17-year-olds, says the National Institute on Drug Abuse. Daily use among high school seniors has nearly doubled since 1975, rising from 5.8 percent to 10.7 and 10.3 percent in 1978 and 1979 respectively.

Marijuana and Health, a report on the usage and effects of the drug, is available from the National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, MD 20857.

Assassinations of El Salvador Teachers Increase

In 1979, 31 teachers were assassinated in El Salvador; in the first six months of 1980, the toll was 55. The major teachers organization of El Salvador recently reported these figures to a conference of nine national teachers organizations and the World Confederation of Organizations of the Teaching Profession (WCOTP). WCOTP had appealed often and without response to the junta ruling El Salvador to protect teachers and seek out their assassins.

In their "Declaration of Managua," the assembled groups called on teachers organizations throughout the world to condemn the regime controlling El Salvador and work to deny it aid, to set up national committees of solidarity with the people of El Salvador, and to support Salvadorean exiles.

Women's Colleges Are Strong and Growing

In 1978-79, the nation's 117 women's colleges (in 26 states and the District of Columbia) enrolled 123,339 students, a gain of 19.8 percent since 1970, according to the Women's College Coalition.

Freshmen at women's colleges are nearly twice as likely as freshman women at all colleges and universities to plan to become doctors, lawyers, or Ph.D.'s or to plan majors in economics, biology, or chemistry. The population at women's colleges is more ethnically diverse than the female college population in general—11.2 percent rather than 9 percent Black, 2.2 rather than 1.1 percent Asian, and 1.8 rather than 1.0 percent Hispanic.

Women comprise 55 percent of the faculty members and 43 percent of the full professors at women's colleges, and only 25 percent of the faculty members and 11 percent of the full professors at all four-year postsecondary institutions.

College Costs Now Rise at Lower Rate

The percentage of increase in costs for resident students at four-year colleges is slightly less than last year, says the College Board's College Scholarship Service. Between 1978 and 1979, total costs for students at private four-year colleges rose 10.6 percent; in 1980, the cost rise was estimated to be 10.3 percent. Analogous figures for public institutions are 8.5 and 8.1 percent respectively.

Costs at public two-year institutions rose between 16 and 20 percent, probably because the local tax base, which provides much of the support for these institutions, has not been growing rapidly.

Interscholastic Athletics: Girls' Share Improves—Somewhat

The number of women and girls participating in competitive athletics has more than doubled since passage of Title IX of the Education Amendments of 1971, according to a report of the U.S. Commission on Civil Rights. The proportion of females among interscholastic athletes has grown from less than 1 in 10 in 1971 to nearly 1 in 3 in 1978-79. Women's athletic programs still do not receive a comparable share of the athletic budget, however.

Most of the growth in the number of female athletes arises from an increase in the number of schools that offer basketball and track and field to girls; these two sports are the most widely available for boys. Of 29 interscholastic sports, however, 22 are less often available for girls than for boys.

For a copy of the report, *More Hurdles To Clear: Women and Girls in Competitive Athletics,* write to the U.S. Commission on Civil Rights, Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314.

Sodium Vapor Lamps May Disturb Vision

High pressure sodium vapor lamps in classrooms may disturb vision, according to the Bureau of Radiological Health, U.S. Food and Drug Administration. Teachers and students in Fort Worth, Texas, and Cheshire, Connecticut, reported glare, color distortion, headaches, and eye strain or pain within several months after schools installed the lamps. In both communities, the complaints have caused removal of the lights.

Although the available information does not establish that the lamps caused the symptoms, the installation of such lamps in other classrooms could easily result in the same teacher and student reactions, according to the Bureau investigators.

Children's Book Week Comes in November

With the slogan "Books Alive!" Children's Book Week will be celebrated November 17-23. The Children's Book Council has prepared several kinds of materials for use during the week, including a poster, a frieze, streamers, a bookmark, and a mobile.

For more information, write the Children's Book Council, Inc., 67 Irving Place, New York 10003, or call 212/254-2666.

NEA Teachers Visit British Counterparts

Last summer, the first exchange visit took place between members of the NEA and of its British counterpart, the National Union of Teachers. For two weeks, 46 U.S. teachers lived with teachers in Bath and Bristol, taking part in seminars, discussions, and excursions. The British host teachers are to visit their U.S. guests next summer.

Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Saying Good Things About Teachers

Teachers by the thousands, more accustomed these days to criticism than to praise, well deserve the support given them by Phyllis Naylor in the September-October *Today's Education* ("Over the Dinner Table"). I venture to say that she has expressed the too often unexpressed feelings of many, many mothers and fathers.

How wonderful it would be if all parents whose children are fortunate enough to have teachers of the caliber described by this wise and warm author would *tell* those teachers that they understand their problems and are grateful for their contribution. How wonderful it would be if all teachers who aren't sure whether they measure up would resolve to earn such parent appreciation.

—Mildred Fenner Reid, *editor,* Today's Education, *1955-75.*

Thanks to Phyllis Naylor for "Over the Dinner Table." Despite the subtitle ("What Kids Really Say About Teachers . . . You May Be Pleasantly Surprised"), I was not surprised. Rather, I was gratified, encouraged, thankful.

We who teach know that some of our students, like the Naylor boys, see us as human beings and appreciate our efforts. For them, we are grateful.

We also know that some of our students' parents—the "Ms. Naylors" out there—are cheering us on, understanding our human frailties, applauding our ofttimes infinitesimal gains. Such parents usually express their appreciation quietly but effectively by volunteering to drive on field trips, help with foreign language week festivities, assist in the library. In many such important ways, they express their support. These subtle cheerleaders help offset the grumbling and accusatory parents who are much more vocal.

I wish that articles such as Ms. Naylor's could be published not only in magazines for teachers but also in the secular press. There, they could help balance the trendy but negative statements that are often published on such topics as teacher accountability and teacher strikes. The general public needs to be reminded that schools merely reflect the society in which they exist.

—Patricia G. Lamb, *English and journalism teacher, Campbell High School, Smyrna, Georgia.*

Phyllis Naylor, her subtitle to the contrary, did not surprise me. After 21 years of teaching, I can hardly be surprised that a former teacher, now an author and wife of a speech pathologist, would have two sons who have some good things to say about their Bethesda, Maryland, teachers.

The Naylors are an ideal American family: highly educated, literate, middle-class people who talk with their kids at the dinner table. For many of my colleagues, they are no more real than all those den mothers and carpool fathers who Ms. Naylor feels are "in awe" of teachers. If only the Naylors would prevail!

—Brooke Workman, *English teacher, West High School, Iowa City, Iowa.*

Whom was Ms. Naylor primarily attacking and whom supporting in "Over the Dinner Table"? Her criticism of insolent students, administrative red tape, and spying citizen groups seemed to indicate sympathy for teachers. But when she began listing teachers' faux pas, I was confused about her stance.

The ensuing catalog of sentimental anecdotes about some heroes and heroines in teaching did not clarify Ms. Naylor's position because she nullified the effect by suddenly warning teachers to avoid being taken to task at the dinner tables of their students.

Ms. Naylor's ambivalent conclusion left me wondering why she thought teachers should continue coping when, as she admitted earlier, they have every reason to burn out.

—Joseph F. Bowman, *instructor of Advanced Placement English, East High School, Salt Lake City, Utah.*

Disabled Educators Sought

If you are (or know of) a disabled educator, please help.

The American Association of Colleges for Teacher Education (AACTE) seeks information from disabled persons who are teachers, school administrators, counselors, teacher aides, and trainees in education. AACTE also wants to locate any disabled persons who have been prevented from or restricted in obtaining training or employment in education because of their disabilities.

The information will be used in a report on the barriers that disabled educators face. The report, to be published along with a resource directory, will offer strategies to open up opportunities in education for people with disabilities.

If you or someone you know would like to be part of the project, send name and address to AACTE/HEATH Project, Suite 610, One Dupont Circle, N.W., Washington, DC 20036.

—Diane Merchant, *Co-Director, Section 504 and Teacher Education, AACTE, Washington.*

Hurrah for Physical Education!

Reading the interview with Janis Hill (September-October) enhanced my own sense of worth as an elementary school physical educator.

The humanistic teaching techniques that Ms. Hill employs parallel the developmental needs of children. To read about them won't surprise many PE teachers, because Ms. Hill is doing exactly what a majority of other elementary physical educators are doing across the country.

As president-elect of the Kansas Association for Health, Physical Education, Recreation, and Dance, in affiliation with the National Alliance, I have talked with hundreds of PE educators nationwide, and their work with children gives me every reason for pride and optimism.

Now we physical educators must educate parents and the public in general (including other educators) on the serious merits of PE. Many of today's adults did not experience a sound physical education program when they were students, and most do not understand the positive changes that have occurred in our profession in the last 15 years.

Indeed, PE has changed, and we teachers must now persuade school administrators that physical education is basic education which they should regard as an important part of the school curriculum.

—Mark A. Pankau, *elementary physical education teacher, Shawnee Mission (Kansas) Public Schools.*

In the excellent interview with physical educator Janis Hill, Ms. Hill expresses her joy in seeing children become physically fit; however, she fails to mention that children should also learn the relationship between physical fit-

ess and health. Elementary school is he time to give children information bout their bodies that will encourage hem to keep fit all their lives. For exam-ple, children should learn that—

- Exercise strengthens the heart and ungs
- Exercise makes the back flexible nd strong and so deters lower back ain
- Exercise reduces stress
- Exercise is a factor in weight con-ol.

As people's vocational lives become ore sedentary, it becomes more im-ortant to give children information bout fitness. Besides the vigor and ell-being that physical fitness brings, ther benefits are beginning to accrue. or example, some life insurance com-anies have reduced rates for people ho exercise regularly. Similarly, some mployers are paying their employees o participate in planned fitness pro-rams.

Educators like Janis Hill have a big b to accomplish with today's stu-ents—starting in the elementary rades—if adults are to be better pre-ared for fitness in the future.

—Dianne B. O'Brien, *assistant pro-essor, Department of Instruction and earning, Murray (Kentucky) State Uni-ersity.*

Your interview with Janis Hill rein-orced my impression that school ad-inistrators are often insensitive to the roblems of elementary physical educa-ors. Many of these problems derive rom the logistics of scheduling.

Ms. Hill mentioned that as one of her lasses leaves the activity area, the next s at the door ready to enter. Imagine ying to move equipment and change ctivities for different age groups when ey are scheduled so tightly—and this ituation is common. A major problem r PE teachers is the difficulty of rein-rcing skills when classes meet only nce a week. A daily program would reatly increase learning.

Principals who don't take into consid-ration that PE teachers teach at more an one school are likely to overesti-ate their availability for extracurricular esponsibilities. But the opposite also is ften the case: When a PE teacher eaches less than a full day at a school, he principal may treat that instructor as nonentity, sometimes failing even to onvey routine building information.

Perhaps administrators will read this nterview and become more aware of he PE teacher's special situation.

—Roger Manuel, *Glenbard South igh School, Glen Ellyn, Illinois.*

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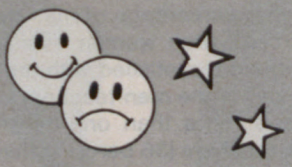

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Teacher Opinion Poll

Job Satisfaction

One-third (35 percent) of all public school teachers are dissatisfied with their current jobs as teachers. Two-fifths (41 percent) would probably not become teachers if they could go back to their college days and start over again. Furthermore, 1 teacher in 10 will leave teaching as soon as possible while another 2 teachers in 10 are undecided how long they will remain in teaching.

These statistics are from the NEA Nationwide Teacher Opinion Poll completed in May 1980. A reliable sample of 1,738 public school teachers across the United States responded to the survey.

A higher percentage of men teachers (39 percent) than women teachers (33 percent) are dissatisfied with their jobs. About half of the men teachers (52 percent) and more than one-third of the women teachers (36 percent) think they would not become teachers if they could start over again.

Secondary teachers are a little more likely than elementary teachers to be dissatisfied with their jobs, to plan to leave teaching as soon as possible, and to think they would not become teachers if they could start over again.

Those teachers who teach in cities and in school systems with over 25,000 students are a little more likely than other teachers to be dissatisfied with their jobs and to plan to leave teaching as soon as possible.

A majority of poll respondents feel the following have had a *negative* effect on their job satisfaction:

- Public attitudes toward schools
- Media treatment of education
- Student attitudes toward learning
- Salary.

About half feel the following have had a *negative* effect:

- Status of teachers in community
- Student behavior.

Less than half feel the following have had a *negative* effect:

- Relationships with other teachers
- Intangible rewards from teaching
- Job security
- Relationships with parents of students
- Physical facilities/environment
- Opportunities for professional growth
- Class sizes.

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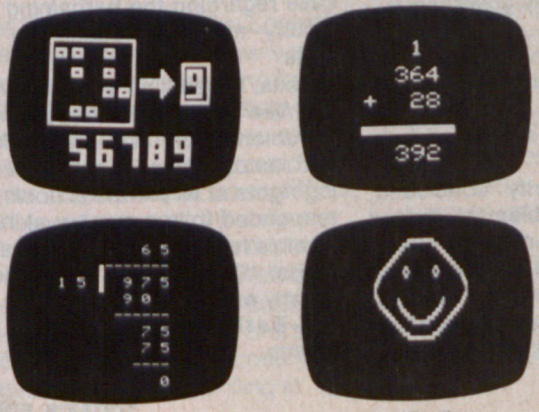
*Retail prices may vary at individual stores and dealers.



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CIRCLE QUICK-ACTION CARD NO. 15

The Teacher and the Law

The *Yeshiva* Decision

In its opinion in *National Labor Relations Board* v. *Yeshiva*, delivered in February 1980, the U.S. Supreme Court struck a blow against faculty collective bargaining in higher education. Equally or more damaging than the decision itself, however, may be the rumors, fears, and misinterpretations it generated. Consequently, it is as important to discuss what the decision did not do and say as it is to discuss what it did.

These are the issues on which the *Yeshiva* decision did *not* lay down any rule:

- The rights of most college faculty to unionize
- The rights of faculty in private institutions generally to engage in collective bargaining
- The rights of higher education faculty generally to engage in collective bargaining
- The rights of faculty in public higher education to engage in collective bargaining.

What the 5-to-4 decision did say was that the significant role faculty played in decision making at Yeshiva, a private university in New York City, made the faculty there "managerial" and removed it from coverage under the National Labor Relations Act (NLRA). The NLRA permits private-sector employees to select a bargaining agent and engage in collective bargaining.

According to the majority opinion, written by Justice Lewis F. Powell, Jr., and concurred in by Chief Justice Warren Burger and Justices Potter Stewart, William H. Rehnquist, and John Paul Stevens, III:

> The controlling consideration in this case is that the faculty of Yeshiva University exercises authority which in any other context unquestionably would be managerial. Their authority in academic matters is absolute . . . . To the extent the industrial analogy applies, the faculty determines within each school the product to be produced, the terms upon which it will be offered, and the customers who will be served.

The authority to which the decision refers is the faculty's influence on curriculum; grading, admission, and matriculation standards; and course scheduling, as well as its ability to make recommendations on hiring, promotion, and tenure. The Court ruled that Yeshiva faculty are excluded from NLRA coverage because they are "aligned with management while participating in academic governance."

In a strong dissent, Justice William J. Brennan, Jr., joined by Justices Byron R. White, Thurgood Marshall, and Harry A. Blackmun, argued—

> What the Court fails to apprehend—is that whatever influence the faculty wields in university decision making is attributable solely to its collective expertise as professional educators, and not to any managerial or supervisory prerogatives . . . . The University always retains the ultimate decision-making authority . . . and the administration gives what weight and import to the faculty's collective judgment as it chooses and deems consistent with its perception of the institution's needs and objectives.

Brennan disputed the majority's theory that collective bargaining is impermissible because the interests of the administration and the faculty are the same:

> The mere coincidence of interests on many issues has never been thought to abrogate the right to collective bargaining on those topics as to which that coincidence is absent. Ultimately, the performance of an employee's duties will always further the interests of the employer, for in no institution do the interests of labor and management totally diverge.

The National Labor Relations Board (NLRB), the federal agency that administers the NLRA, had ordered Yeshiva University to bargain collectively with its faculty organization. Subsequently, the NLRB asked the U.S. Circuit Court of Appeals for the Second Circuit to have its order enforced. The court, however, refused to enforce the order. The NLRB had argued, among other things, that the faculty was not aligned with management because it exercised "independent professional judgment" while participating in academic governance.

The Supreme Court, upholding the Second Circuit's opinion, reasoned that the "faculty's professional interests as applied to governance at a university like Yeshiva cannot be separated from those of the institution." This situation, the High Court majority concluded, would lead to the "problem of divided loyalty," which the National Labor Relations Act is intended to prevent. In an *amicus curiae* brief filed with the Supreme Court, the NEA had argued that since the faculty was not accountable to the administration for its governance decisions, the "damage of divided loyalty [did] not come into play."

Despite the loss of faculty rights it brought about, the *Yeshiva* decision does not directly affect most college faculty. The NLRA does not cover public employees, and thus the ruling does not affect their collective bargaining status. Also, the decision responded to the decision-making mechanism of a specific faculty and did not therefore address directly faculty at any school other than Yeshiva.

NEA General Counsel Robert H. Chanin warned against reading too much into the decision. According to Chanin, while the decision is "unfortunate," an even greater concern is "that it will be misapplied and become a vehicle by means of which recalcitrant colleges and universities will seek to avoid their obligation to bargain in contexts to which the decision has no application."

Chanin made the following observations:

- The *Yeshiva* decision has direct relevance only to private colleges and universities, since they are the ones covered by the NLRA. And even in the private sector, the decision should apply to few, if any, junior colleges, and only to those four-year institutions that have a well-developed system of "shared authority."
- The ruling did not prohibit any faculty from joining labor unions. Nor did it hold that a college or university may not engage in collective bargaining if it chooses to do so. The issue was whether Yeshiva University was *required* to engage in collective bargaining with its faculty organization.
- The decision made clear that each case regarding the bargaining rights of faculty must be judged on its own facts.

Thus, a headline such as the one in the *New York Times* that claimed "End of Unionization at Colleges Is Seen" and rumors of loss of collective bargaining rights at all private schools are best responded to in a manner akin to Mark Twain's famous cable to the Associated Press: "The reports of my death are greatly exaggerated."

—**Barbara Stein,** *NEA Teacher Rights.*

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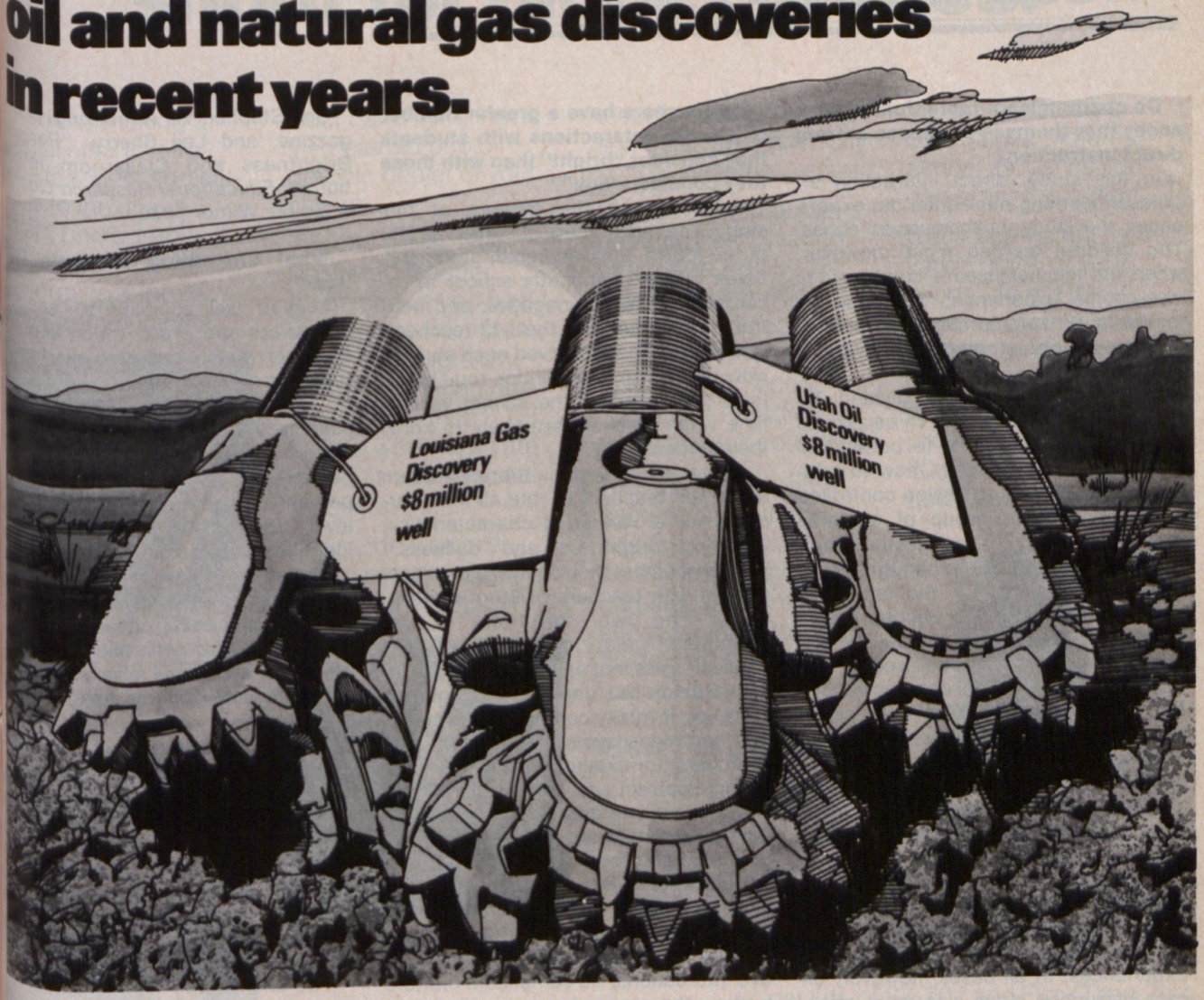

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Amoco has also made important finds in southwest Wyoming and northeast Utah. The area is called the Overthrust Belt and discoveries made here are some of the most exciting for America's energy future since Alaska's Prudhoe Bay field. But the Overthrust Belt also presents expensive and difficult development and drilling problems. One recent oil discovery in Utah, Amoco No. 1 Bountiful Livestock, cost more than $8 million.

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Research Clues

Do children learn more from experiences they themselves choose or from direct instruction?

In this study, direct instruction increased learning more than did experiences the students themselves chose. The children learned most, however, when the teacher used a combination: free-choice experiences preceded by lecture and demonstration that provided introductory information relevant to the experiences.

Researchers randomly divided 60 sixth grade students into three groups of 20 each. The subject to be studied was science—specifically, how to criticize experiments and design controlled experiments. One group of students was taught both through lectures and demonstrations and through free-choice experiences for the entire six weeks of the study. A second group learned through free-choice experiences for the first three weeks and through lectures and demonstrations for the second three. The third group learned first through lectures and demonstrations and later through free-choice experiences. Researchers used a pretest and three posttests to measure students' abilities to criticize experiments and to design controlled experiments.

The most effective instructional method overall was the third—lectures and demonstrations followed by free-choice experiences. In all cases, however, direct instruction alone was more effective than free-choice activities alone.

What the results tell teachers is that if you're using only one method, direct instruction is the best choice, but if you can set up a program that uses direct instruction followed by free-choice experience, your students will profit even more.

See Marcia C. Linn. "Free-Choice Experiences: How Do They Help Students Learn?" *Science Education* 64: 237-48; No. 2, 1980.

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.

Do teachers have a greater number of positive interactions with students they consider "bright" than with those they consider "dull"?

Yes, contend the authors of this study. The researchers observed all 300 of the fourth, fifth, and sixth grade students in one elementary school to record their positive, negative, and neutral interactions with their 12 teachers. The researchers observed each student with his or her teacher for four hours toward the end of the school year, a time when teachers are likely to know their students well.

After the observations, the researchers asked the teachers to rate all their students for a variety of characteristics, including "brightness" and "dullness." The researchers then analyzed the interactions with teachers of 96 of the students—the two "brightest" boys, "brightest" girls, "dullest" boys, and "dullest" girls that each teacher named.

The study has one serious problem, however: it totally confounds the selection and measurement criteria. The researchers, for example, classified "providing a correct answer" as one of their six positive interactions. At the same time, teachers would probably consider providing correct answers a criterion of "brightness." Thus, a single characteristic—providing many right answers—would cause a student both to be considered bright and to have many positive interactions. To complicate matters further, the researchers classified "receiving praise or affirmation for a correct answer" as a positive interaction. Again, students selected by teachers as "brightest" would automatically be those who met this condition.

Thus the researchers virtually ask teachers to identify which of their students receive the most positive interactions, then conduct observational measurements to determine which students receive the most positive interactions.

This study is one of numerous studies, beginning with Rosenthal and Jacobsen's *Pygmalion in the Classroom* (1968), that have attempted to link teacher expectations, teacher behavior, student characteristics, and student achievement. The general hypothesis still sounds plausible: If teachers expect a student to achieve, the student will indeed achieve. Researchers have not, however, been able to substantiate it.

See Stephen W. Armstrong, Bob Algozzine, and Lee Sherry. "Perceived Brightness and Classroom Interactions." *Educational Research Quarterly* 4: 54-60; Winter 1979.

What are gifted students really like?

They're well-adjusted to academic endeavors and pretty much like other students in the activities they undertake, according to this extensive study of 1,593 tenth graders from 46 high schools. All the students were in their state's program of education for the gifted: They had placed among the top 2 percent of the students at their grade level, and school psychologists had identified them as gifted.

The study found that these students are happy; have high self-concepts, especially concerning academic ability; feel that they're generally in control of their own lives; and have positive attitudes toward school, their teachers, and learning.

Generally, these gifted students plan to attend college, want to get a master's degree, are oriented toward achievement in intellectual areas, and plan to pursue managerial or professional careers. They engage in a balanced set of activities: studying, engaging in social contact, reading, watching television, working around the house, and in some cases being employed.

Two unexpected findings arose. First, these students reported that they didn't consider themselves especially talented and that they had received few awards or other tokens of recognition. The author attributes this finding to modesty. Second, 67 percent of these students indicated that they were unpopular or very unpopular. Since some of the same students also report that they're happy, however, the author feels that they don't require peer approval for happiness but gain it through a sense of accomplishment and success.

See Romeria Tidwell. "A Psycho-Educational Profile of 1,593 Gifted High School Students." *Gifted Child Quarterly* 24: 63-68; Spring 1980.

What are typical characteristics of Black students who drop out of school?

This comparison of the Black drop-

(continued on page 14)

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Research Clues

(continued)

outs to the Black nondropouts in a middle-sized city school system found that two characteristics contributed heavily to dropping out of school: intelligence and little drive for achievement. Black students who drop out of school, in general, do not value school achievement but have higher intelligence than Blacks who don't drop out.

On the basis of interviews with dropouts, the authors conclude that these former students feel that their decision to leave school was realistic and intelligent given their low socioeconomic status, problems caused by racial discrimination, and lack of opportunity.

Teachers should be aware that Blacks who drop out are doing so not because of inability to learn or do the work (achievement test scores of dropouts were little different from those of nondropouts). Students need encouragement and help in making the connection between staying in school and later success in life.

See Ronald L. Richardson and S. Craig Geback. "Black Dropouts: A Study of Significant Factors Contributing to a Black Student's Decision." *Urban Education* 14: 489-95; January 1980.

Are we hurting students by not allowing them to know failure?

Very likely, argues this article. School practices such as programmed instruction, inflated grades, and mastery learning are designed to maximize success for every student. They may be lowering students' levels of anxiety, frustration, and perseverance too far, however. If so, these practices will produce students who can't tolerate imperfect performance, avoid taking risks, and retreat when they encounter failure.

The article reviews research on five psychological theories about the effects of failure on human behavior. The research supports the idea that some failure can be beneficial to later performance. In essence, the author's point of view is that school practices that create excessive failure are detrimental, but practices that create excessive success by eliminating almost all chances of failure also are detrimental.

See Margaret M. Clifford. "Effects of Failure: Alternative Explanations and Possible Implications." *Educational Psychologist* 14: 44-52; 1979.

Do multiage classrooms improve student achievement and self-concept?

The students in this study showed no increase or decrease in achievement, but did increase in one of the six self-concept factors measured—happiness and satisfaction.

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Little research has been conducted on the effects of multiage classrooms. Although this study indicates possible positive benefits, it should not, in itself, be used to justify the creation of such classrooms.

See Joyce Way. "The Effects of Multiage Grouping on Verbal Interaction, Achievement, and Self-Concept." Cortland, N.Y.: Institute for Experimentation in Teacher Education, State University of New York at Cortland, February 1980. 27 pp. □

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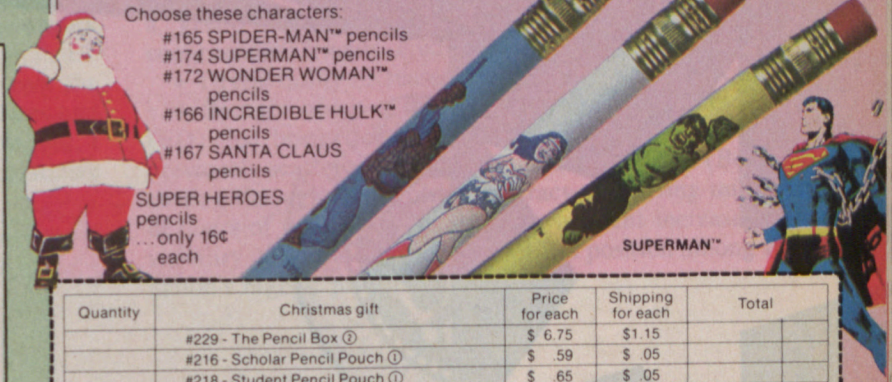

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	#172 - WONDER WOMAN™ Pencils	$ .16	$ .04	
	#166 - HULK™ Pencils	$ .16	$ .04	
	#167 - SANTA CLAUS Pencils	$ .16	$ .04	
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CARTER

Editorial

MONDALE

A Clear-Cut Choice

This year's presidential election will have a tremendous impact on our country throughout the rest of this century. Whoever is elected will have enormous impact on all facets of American life—including our education system.

Teachers recognize this fact. They also recognize that one candidate for President of the United States in 1980 has served our democracy and our education system well: that candidate is Jimmy Carter. Therefore, the 1980 NEA Representative Assembly (RA) endorsed the reelection of President Carter. This action of NEA's elected representatives reflects their opinion that giving President Carter and Vice-President Mondale another term to continue to work for education and human needs is important to America.

There are clear and crucial differences between the stands of the two major party presidential candidates and their party platforms. A review of those differences will, I believe, reveal the reasons why the NEA Representative Assembly voted to endorse President Carter.

---

by **WILLARD McGUIRE**
President, NEA.

True to his 1976 commitment, President Carter made education a top national priority. He has proclaimed his partnership with teachers and NEA.

He has responded positively to the needs and concerns of America's teachers, because he considers teachers to be among the most important resources of our country. Not only has he spoken out for education and teachers, he has also included teachers in matters of state and national importance, including conferences, international meetings, and White House events.

Together the President and teachers have accomplished a great deal since January 1977. Together with congressional friends of education, we have—

- Dramatically increased federal support for education.
- Brought about a separate Department of Education (ED) that brings together education programs that were previously scattered among various departments. (Besides cutting through layers of bureaucracy and saving millions of hours of paperwork, the new Department increases the visibility of education and enhances its position among the nation's highest priorities.)

• Defeated attempts to enact tuition tax credits, a scheme that would divert to private schools money desperately needed by the public schools.

Our work, however, is not complete. Some of our goals have not yet been achieved. Together—in the next four years—the President and teachers will continue to work toward—

• Establishment of collective bargaining rights for teachers and other public employees.

• Ratification of the Equal Rights Amendment.

• Establishment of a system of health insurance that would, for the first time, guarantee to all Americans the availability of basic medical services.

In contrast, former California Governor Ronald Reagan takes the opposite position on nearly every issue noted above. Reagan and his Republican Platform oppose—

• Even the moderate level of federal support for education that exists today.

• The continued existence of the Department of Education (though Reagan has not said what he would do with all the programs that ED administers).

• Collective bargaining rights for teachers and other public employees.

• The Equal Rights Amendment.

• A national program of health insurance for all Americans. The Republican position is that health care is fine as it is today although hospital administrators should try to hold down costs—even though this approach has failed in the past, as demonstrated by rising health costs.

Moreover, Reagan and his platform support—

• Tuition tax credits to aid private schools, despite the disastrous effects tax credits could have on the public school system.

• The politicization of the judiciary: appointment at all levels of the judiciary of only those individuals who agree with the GOP position against abortion.

• The Kemp-Roth 30 percent tax-cut proposal, which would be far more beneficial to wealthy citizens than to the majority of Americans. If put into effect, Kemp-Roth would drastically reduce the funds that today support the nation's programs for human needs. These are the programs through which our government satisfies its responsibility to protect the right of all Americans to life, liberty, and the pursuit of happiness.

• Increases in military spending well above current levels.

A massive increase in military spending concurrent with a 30 percent reduction in taxes would obviously cripple the funding of remaining programs. At the same time, Reagan says, he would also balance the budget—an action that would require still more cuts in vital government programs.

Implementing these fiscal proposals would necessitate hamstringing programs that are vital to the health and welfare of Americans. Many, perhaps most, of the services Americans receive from our government today would be impaired.

In his acceptance speech at the Republican convention in Detroit, Governor Reagan recalled that President Franklin Delano Roosevelt had proposed cutting the size of the federal government when he first campaigned for the presidency. Voters should remember, however, that during a period of worldwide economic depression and uncertainty, President Roosevelt depended on key government programs to help the people; he did not destroy government services and depend on business alone to deal with our nation's economic problems—some of the most serious the nation ever experienced.

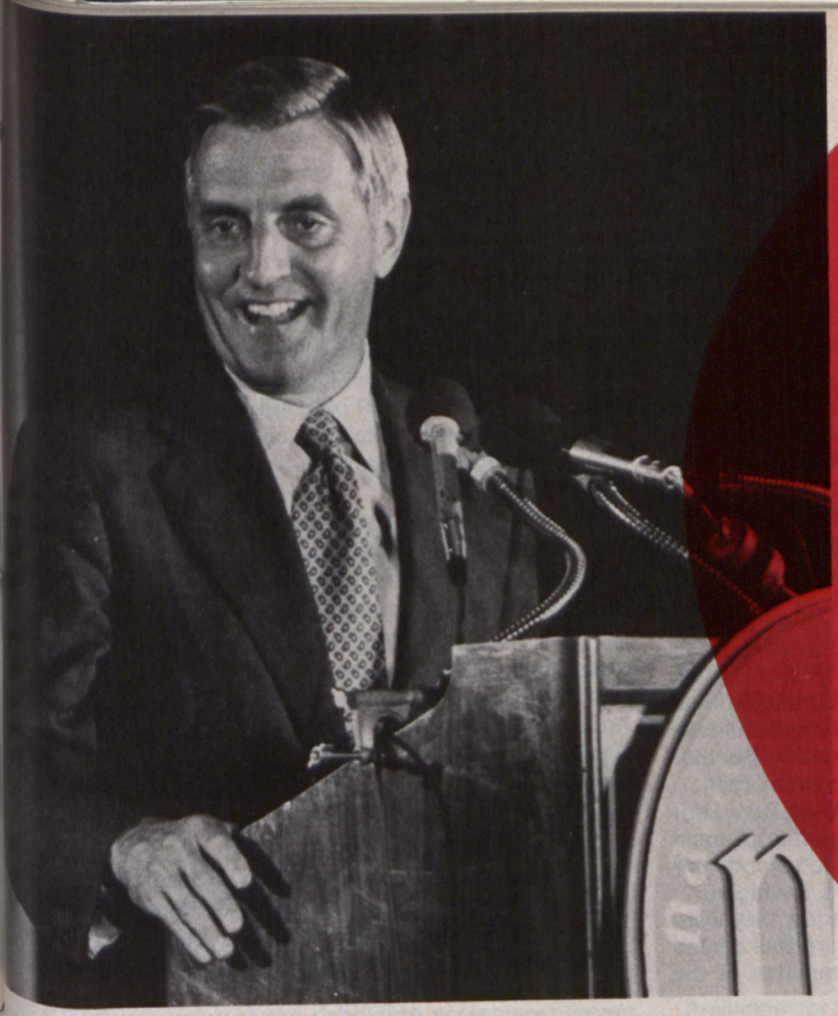
Comparing the Carter record and platform with the Reagan record and platform confirms the wisdom of the choice made by the delegates to the 1980 NEA Representative Assembly. But some have asked why NEA endorses a presidential candidate, and if education is really an important national issue.

The answer to both questions is that education must be of top national importance. A democracy cannot long survive without an educated citizenry. Yet one of the presidential candidates would channel badly needed funds for education to serve the desires of the few at the expense of the needs of the many. Such an action would cripple our nation's education system, a system that has served this country well for many years.

The teaching profession must protect our free public schools and prevent attacks on their fiscal support. Teaching is more than our job; it is our profession. Promoting education as a top national priority through our words, actions, and votes is an obligation for us.

Deciding which presidential candidate to vote for requires a rational judgment based upon a deliberate weighing of alternatives. In the present case, the choice is clear. The major candidates differ sharply on most of the key issues our country faces. Nowhere is that difference clearer or more critical than in the area of education. That area is our area of responsibility.

Accordingly, I believe it is vital that every teacher in this nation participate in the effort to reelect President Jimmy Carter and Vice-President Walter Mondale. I believe their reelection is of crucial importance to education and to our country. □



MAKING THE DEMOCRATIC PROCESS WORK:

Teachers Unite To Reelect Carter-Mondale

November 4 will be the climax of a year of intense political activity by NEA members in every section of the nation. Over the past months, Association members have been engaged in the process of nominating and electing the next President and Vice-President of the United States. In this year's presidential election contest, as in 1976, NEA has endorsed President Jimmy Carter and Vice-President Walter Mondale.

The NEA method of presidential endorsement was initiated by direction of the NEA Representative Assembly in 1974. It was designed to provide a procedure whereby Association political involvement could be extended into the critical area of choosing a President and Vice-President of the United States.

This is how it has worked for the 1980 presidential election. More than a year ago, exercising an option in

GOP Blocks Teacher Participation

Twenty-four percent of NEA's members are Republicans. (Forty percent are Democrats; 35 percent claim affiliation with no party.) This year, a number of factors prevented widespread participation of teachers in the Republican Party's selection of a presidential candidate. Although many of those teachers tried just as hard as their colleagues who are Democrats to become involved in the processes of their party, they failed largely for two reasons:

- Candidate Reagan's early and decisive defeat of his opponents for the GOP nomination in effect stranded many Republican teachers who had hoped to become delegates to the Detroit Convention through their support for GOP candidates who held positions more favorable to education than Reagan's. By the time delegate elections were held in many states, the teachers' candidates—people like U.S. Senator Howard Baker of Tennessee—were no longer in the race.
- Members of the right wing of the Republican Party, riding the popularity of their presidential candidate, Ronald Reagan, organized the GOP early and well and gained control over the Republican Convention in Detroit, Michigan.

Not only were the views of teachers not heeded, they were not even heard. NEA President Willard McGuire was denied an opportunity to address the Platform Committee of the GOP.

One teacher from New York reported that he was denied delegate status when the local Republican leadership in his area drew up a slate that included the names of only the top 10 financial contributors to the GOP over the last four years. The factors that closed out that teacher worked also to exclude the disadvantaged, minorities, women, and those of moderate means and views. The median annual income for a GOP delegate in 1980 was $47,000. Fewer than 1 in 3 were women. Fewer than 2 percent were Black. Fewer than 2 in 100 had incomes of less than $12,000; and fewer than 1 in 5 described themselves as "moderate to liberal" in political philosophy. Teachers were obviously not the only people shut out in Detroit.

NEA's Multi-Option Presidential Endorsement System (see the box accompanying this article), the NEA Political Action Committee (NEA-PAC) recommended that the Association support President Jimmy Carter in the 1980 presidential primaries. The NEA Board of Directors voted that support by an overwhelming margin—118 to 4.

Under the endorsement procedure, individual state affiliates must also concur in an endorsement before NEA support can be implemented in a given state. Forty-nine of NEA's state-level affiliates concurred in NEA's support for Carter. As a result, NEA and its members and affiliates played a key role in Carter's nomination. In the early contests in Florida and Iowa, for example, teachers turned out by the thousands to support the President.

As the political season swept onward, a pattern emerged. Over and over again, Association members supported President Carter, and consequently, his delegate count swelled toward the 1,666 needed for nomination at the Democratic Party Convention.

Teachers were elected in record numbers as delegates and alternates to that Convention. The overwhelming majority of them—414 of the 464—were Carter backers. Their activity helped keep teachers and education issues in the spotlight throughout the long, hot political summer of 1980.

On July 3, President Carter traveled to Los Angeles to address the NEA Representative Assembly (RA). The President reviewed the achievements of his Administration that were realized as a result of its partnership with NEA; he pointed to, among other successes, the establishment of the Cabinet-level Department of Education and increased federal funding for education. In addition, he stressed the mutual goals that he and NEA must still work toward, including ratification of the Equal Rights Amendment.

Then on July 4, the 7,500 delegates to the RA voted in a secret ballot by more than 3 to 1 to endorse President Carter for reelection.

In August, teachers again played leading roles in the political process—this time at the Democratic Convention in New York City. The nation watched on television as scores of teachers translated their concerns for the nation and its future into participation in the most important conclave of the nation's largest political party.

NEA members served in key positions at the Democratic Convention:

- Cordell Affeldt of Indiana, Judy English of Colorado, Elaine Hoffstetter and Mary Esther Vanschure of New York, and Wally Young of Delaware served on the Rules Committee.
- Barbara Roberts Mason of Michigan served as a member of the 15-person Drafting Subcommittee of the Platform Committee, and Alice McDonald of Kentucky chaired the Human Needs Section of the full Committee—the section that concerned itself with education and other human needs issues.

Other Association members on the Platform Committee were Bill Potter of Alaska, Inola Henry and Billie Masters of California, Vinnie Lefredo of Connecticut, Jim Baker of Kentucky, Mary Murphy of Massachusetts, Marvin Cousins of Tennessee, Judith Lonnquist of Washington, and Maurice Andrews of Wisconsin.

In addition, two Association members were elected chairs of their state delegations; two more were elected vice chairpersons of their delegations. Chet Blaylock of Montana and Ronn Robinson of Washington were elected state chairpersons; and Elaine Marks of South Carolina and Rosalie Spaulding of Maine, vice-chairs. Unfortunately, Chet Blaylock became ill on the drive to New York City and had to watch the proceedings from a hospital in Sioux City, Iowa.

A number of states had sizable numbers of NEA members in their delegations: California, 35; Washington, 25; Oklahoma, 24; Texas, 22; Illinois, 20; Michigan, 18; South Carolina, 17; Virginia, 16; Florida and Tennessee, 15 each;

Alabama and Georgia, 14 each; Iowa, 13; Kentucky, 11.

In New York, teachers made their presence felt. Some examples of their activities include—

- The pro-ERA demonstration they led the first night of the convention.
- Speeches from the podium by five NEA members on rules and platform issues.
- NEA Executive Director Terry Herndon's introduction of Vice-President Mondale for his acceptance speech on the last night of the convention. By giving the honor of making this introduction to an NEA leader, the President and Vice-President of the United States acknowledged the Association's importance to their candidacies, their Party, and the people of this nation.

Since the two national party conventions (see the accompanying box for information on teacher involvement in the Republican Convention), teachers have concentrated their efforts on the reelection of President Carter and Vice-President Mondale. Communicating with other members and their families about the accomplishments of the Carter-Mondale Administration and the marked contrasts between the Carter-Mondale record and that of Ronald Reagan has been a major activity. (For a review of some of the key positions on which they disagree, see the Editorial by NEA President Willard McGuire.)

On November 4, the election, no doubt, will be close. The participation of NEA's 1.8 million members and their family members may well make the difference in who wins. Teachers' votes will be crucial.

This has been a banner year for teacher involvement in politics. Teachers are making history as they practice what they teach. In so doing, they help keep our democratic processes vital and protect America's most important national treasures: its children and its future.

NEA's support of Jimmy Carter and Walter Mondale is one expression of teachers' commitment to excellence in education and democracy. □

Multi-Option Presidential Endorsement System*

NEA-PAC will conduct the candidate screening process and may make a recommendation to Representative Assembly delegates. NEA-PAC will develop such operating procedures and guidelines as it requires for participation in the NEA presidential endorsement process.

National, state, and local organization channels and resources will be used to provide members with information related to the endorsement process, presidential candidates, and issues and to assess member attitudes and opinions.

The president of NEA shall make any announcement of endorsement.

Option I

A vote by delegates to the NEA Representative Assembly will be the deciding factor in endorsement by NEA of a presidential candidate. The vote will be conducted by mail ballot sent to duly elected delegates within two weeks following the last major political party nominating convention.

Within one week after identification of all major political party nominees, NEA-PAC shall approve an official ballot which shall then be mailed to all duly elected delegates within one week after approval. NEA-PAC may also recommend a choice to the delegates at least three days prior to mailing of the official ballots.

If the official ballot contains three options (e.g., two candidates and "no endorsement"), a simple majority shall be required for endorsement.

If the official ballot contains two options, an endorsement of this type would require 58 percent of those voting.

Option II

The NEA Representative Assembly delegates may vote during the annual meeting to endorse an incumbent U.S. President for reelection. The method of voting shall be by secret ballot.

An endorsement of this type would require 58 percent of those voting.

Option III

The NEA Representative Assembly delegates may vote by mail ballot before the annual meeting to endorse an incumbent U.S. President for reelection.

An endorsement of this type would require 58 percent of those voting.

Option IV

The NEA Representative Assembly delegates may vote by mail ballot to endorse a presidential candidate before any major political party has conducted its national nominating convention.

An endorsement of this type would require 58 percent of those voting.

Option for Support in Primaries

Upon the recommendation of NEA-PAC, the NEA Board of Directors may authorize support of presidential candidates prior to national party nominating conventions.

This support would require 58 percent majority of the NEA Board members voting. Concurrence of the appropriate body in an individual state must be obtained before this support is implemented in the state affected by the primary.

Any subsequent endorsement would require utilization of one or more of the options for endorsement.

*Adopted by the 1978 NEA Representative Assembly

CENSORSHIP IN THE SCHOOLS: Something Old and Something New

The first public burning of a book in America took place in 1650, when Thomas Pynchon's *The Meritorious Price of Our Redemption* was set aflame in the Boston marketplace by the common executioner. In his book *The First Freedom,* Nat Hentoff recalls the reason given for that burning: "The author's religious ideas, declared the authorities, differed from the colony's established religion and so had to be obliterated."

The last public burning of a book in America (as of this writing) took place in 1977, when 40 copies of a textbook, *Values Clarification*, were burned in Warsaw, Indiana, by a group of senior citizens. The book (along with the high school course for which it was used) had to go, the group claimed, because it taught situation ethics, moral relativism, and secular humanism. They feared it would destroy home-taught values.

If a message is to be found in these two sad stories, perhaps it is this: Over centuries, though times and life-styles change and wars transform the political geography of the globe, the fundamental issues that divide one person from another remain much the same.

In 1977, as in 1650 and throughout the intervening years, supporters of some established version of morality and truth have condemned ideas they considered offensive and prohibited their utterance.

Book burnings in the public marketplace are not common occurrences. In public school classrooms and libraries, however, First Amendment rights are tenuous at best and often in conflict with other perceived rights. There books, various other teaching materials, and entire courses of study are at all times vulnerable to the pressures of censorship. Probably at no time have the pressures been more severe than they are just now.

From the American Library Association (ALA), the National Council of Teachers of English (NCTE), newspapers, and teachers in all parts of the country come reports of angry citizens groups organizing to protest what they describe as the anti-Christian, anti-American, anti-authority, antifamily, pornographic influence of certain books and other instructional materials in the schools.

Judith Krug, director of the ALA's Office for Intellectual Freedom, estimates that between 1975 and 1980, three times as many censorship attempts were reported as in the preceding decade. She believes the cases that make the news don't begin to tell the whole story of censorship in the country today. Three hundred censorship controversies may be reported in a given year. Krug suggests that there may be 10 times as many instances of uncontested removal or restriction of library and classroom materials and an even quieter kind of censorship—avoidance of all materials that might be controversial.

Who are the censors? Anyone with enough authority is a potential censor. The list of those who can censor school materials is long.

School boards. In 1979, a high school principal in Matthews County, Virginia, told one of his history teachers to withdraw assignment of Huxley's *Brave New World*. When the teacher went ahead with the assignment, the school board notified him that his contract would not be renewed.

In January 1980, the North Jackson, Ohio, board of education ordered removal from the high school library shelves of seven books: *Catcher in the Rye, Go Ask Alice, Hooper, Manchild in the Promised Land, Slaughterhouse Five, To Sir with Love,* and *Up the Down Staircase.*

The Anaheim, California, school board has banned from the schools all of Shakespeare but *Hamlet* and *Romeo and Juliet* and all of Dickens except *Oliver Twist.*

School administrators. A high school principal in Knoxville, Tennessee, cancelled the school library's subscriptions to a county newspaper after it criticized the school's policy of taking a commission on the charges for student pictures. The principal said he felt it was his duty to censor any publication that was not in the best interests of the school.

In May 1980, elementary students in Portsmouth, Rhode Island, received coloring books (published by the U.S. Environmental Protection Agency) with pages torn out. Their principal had found objectionable the portions

of the books that alluded to the dangers of overpopulation. The deleted pages warned that 4 billion people inhabit the earth and that overpopulation can lead to crowded neighborhoods, heavy traffic, and air and water pollution.

Teachers and librarians. A 1977 survey by the National Council of Teachers of English indicated that teachers accounted for nearly 7.5 percent and librarians for nearly 3 percent of censorship in public schools.

State education agencies. In 1976, the Texas State Textbook Commission banned five common dictionaries that contain allegedly obscene definitions—for example, a definition of *bed* as a verb. The banning was prompted by complaints presented by Norma Gabler, who, with her husband, regularly submits bills of particulars on objectionable portions of textbooks being considered for adoption. From their home in Longview, Texas, the Gablers operate Education Research Analysts, a tax-exempt organization that assists local censorship efforts. For a modest, tax-deductible contribution, they will send a file of textbook reviews that point out questionable items.

Textbook publishers. In 1974, violent book protest confrontations drew national attention to Kanawha County, West Virginia. The controversy heralded the current wave of censorship in the schools. In response, textbook publishers began to delete some of the

materials that they were just beginning to include in the texts—materials that portrayed, for the first time, the racial and cultural diversity of the nation and the perspectives and contributions of minorities and women.

In a recent *Sixty Minutes* appearance, several textbook publishers acknowledged that they have revised some of their publications to ensure that they will pass the Gablers' scrutiny.

State legislatures. In 1975 the Oregon legislature adopted a textbook selection guidelines law which included the following language: "No textbook shall be used which speaks slightingly of the founders of the republic or of those who preserved the union or which undervalues their work." Similar legislation has been introduced but not passed in several other states, including Indiana and Pennsylvania.

The U.S. Congress (potentially). In September 1979, Sen. Paul Laxalt (R.-Nev.) introduced S. 1808, the Family Protection Act. Equal Rights Amendment opponent Phyllis Schlafly hailed the bill as marking "the dawn of a new era in federal legislation . . . toward more family responsibility and less federal control and spending." The proposed legislation has an ironic twist: Right-wing forces traditionally oppose federal aid to public education and its alleged consequence—federal control. S. 1808, however, provides the incentive of federal money to induce public schools to comply with the provisions. If S. 1808 were to become law, any local or state agency that did not comply with its provisions would lose funds under all applicable federal programs.

Education issues comprise the major portion of the bill. Notably, it prohibits—

- Teaching of any course of instruction "seeking to inculcate values or modes of behavior which contradict the demonstrated belief and values of the community."
- Use of any educational materials that would "tend to denigrate, diminish, or deny the role differences between the sexes as it [sic] has been historically understood in the United States."

The bill also supports school prayer and private education and attacks equal opportunity for young women in athletics, agency shop for teachers, and the nondiscrimination requirement for federal aid recipients.

Who's pressuring for censorship?

An irate citizen storms into the educator's office, demanding that a "subversive" textbook be censored. An equally angry visitor insists that "money is being spent foolishly." A group descends upon the superintendent to plead for a "return" to the three R's. A minister lambastes the schools from his pulpit, while a politician builds his criticism into his platform. Patriotic organizations bemoan the lack of fundamental Americanism, and college professors decry the lack of fundamental learning.

Not only is American education under fire; the practice of criticizing our schools is well on its way to becoming a national pastime. For some, it is already a favorite armchair sport. For others, it has become a full-time career.

Democracy Demands Free Teachers

Any system of government that aspires to the democratic ideal places a heavy burden of responsibility upon the people it is established to serve. The burden is actually far heavier than under a totalitarian government, whether communist or fascist in nature. The totalitarian system may require hard work and material sacrifice, but it makes virtually no demands on the intellect of its citizens. In fact, it discourages independent thought in favor of blind obedience and loyalty.

In contrast, the democratic system demands of the individual the ability to reason, to analyze and relate data. The citizen must make informed and intelligent choices at the ballot box and in the marketplace and must see through a deceptive façade—whether a contrived political image or a specious television sales pitch.

I believe that a fundamental purpose of public school education is to teach students the processes of data gathering and intellectual analysis, so that as adults they will be able to make rationally based decisions. This, I believe, is as basic and essential a purpose of education as is the teaching of the basic survival skills of reading, writing, and arithmetic.

The development of an adult generation of critically thinking, informed citizens is fundamental to the survival of our system of government—and indeed of far more than that. The choices facing today's youth—who will be the nation's leaders during the twenty-first century—will be life or death choices. They will determine whether the peoples of the earth can live together in peace or whether they will destroy the human race through warfare or through ruining our natural environment.

If we, as teachers, are to help prepare children to face these challenges, we must be free to inform them honestly of the history of this nation and others. We must be free to provide them with a vast diversity of literature, classical and contemporary, according to their level of maturity. Only then can they understand and appreciate the many cultures, races, and ethnic groups that comprise the society of humans on this earth.

Those who seek to suppress free inquiry in our public schools—ideologues of the radical right—would impose upon teachers dangerous restrictions. Beyond teaching the rote skills, the censors would have us confine ourselves to—

- Teaching an idealized, Dick-and-Jane version of American history, ignoring what minorities and women have contributed to our society and what they have suffered from it.
- Teaching a myopic, tunnel-vision perspective on the world that ignores the fact that other peoples, cultures, and ways of life have validity, have dignity, and deserve our respect.
- Teaching a bowdlerized version of literature, excluding much that is most beautiful and all that is most intellectually provocative.
- Teaching a chauvinism that admits no blemish in our economic system or our system of justice and encourages disdain for all who are poorer or weaker than ourselves and are unable to compete successfully.

We will not yield to these contemptible demands of the right-wing critics and would-be censors of education.

I hope that the people of this country will similarly never yield to the political grouping that calls itself the New Right. For the censors and the right-wing politicos work toward the same goal: a world in which a privileged few hold all the wealth and power and those who have less are pitted against one another in mutual hostility and self-defeat.

—Willard McGuire, *NEA President.*

PEANUTS
WHY WOULD THEY BAN MISS SWEETSTORY'S BOOK FROM THE SCHOOL LIBRARY?
I CAN'T BELIEVE IT.. I JUST CAN'T BELIEVE IT!
MAYBE THERE ARE SOME THINGS IN HER BOOK THAT WE DON'T UNDERSTAND...
IN THAT CASE, THEY SHOULD ALSO BAN MY MATH BOOK!

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That account might have been written yesterday, but it wasn't. It is, in fact, the opening paragraph of a book published 18 years ago, *The Axe-Grinders* by Mary Anne Raywid. Its analysis of the organized patterns of right-wing extremist criticism of the schools is as timely today as it was in 1962.

This is not to say that all criticism of the schools is organized, right-wing in origin, or unjustified. It would be absurd to claim that mistakes are never made in the selection of instructional materials or the shaping of educational programs and methods. Reasonable, constructive criticism is necessary to ensure that schools remain accountable to the people and to help them do a better job.

Not all attempts at censorship, furthermore, come from right-wing extremists. Efforts by minorities and women to remove such books as *Little Black Sambo* or *Mary Poppins* from school libraries are efforts to censor. On the other hand, those same groups often try to persuade schools and textbook publishers to provide books that treat women and minorities fairly and that include their contributions to and viewpoints on history. Such efforts seem to be just the opposite of censorship; they seek fairness and honesty, not exclusion.

At present, in fact, the schools are the target of criticism and pressure from many segments of the population. In his 1976 book, *Values in Education*, Max Lerner analyzes this dilemma:

> Curiously, the people in the society expect the school to act as the final fortress, remaining firm even as the cracks are opening up in the society around it. The fact is that the family, the churches, the neighborhood, the community, the party system, the class and ethnic systems, the legal and sexual codes, the value system, have all been subjected to an intensive battering. So have the schools. Yet with a real confusion about what the schools can and can't do, many people expect them to assume the burdens which the other institutions have faltered in bearing.

Such times are the most hospitable to the demagoguery of the radical right. Confused people often look for simple answers. Frustrated and angry people look for something or someone to blame. People suffering the trauma of rapid, unsettling change tend to look nostalgically to the past.

When the civil rights movement gathered momentum in the early 1960's, many Americans were confused and fearful for a variety of reasons. The right-wing extremists were ready then with simple answers, easy culprits, and "good old days" solutions.

At the peak of the civil rights movement in the later 1960's and during the antiwar and student rights movements of the late 1960's and early 1970's, the voices of the right were muffled.

Over the past five years, however, those voices have returned in full force. They offer the schools as a scapegoat for much of what is wrong with our society, offer the "good old days" solution of censorship for what is wrong with the schools.

The targets of the censors today are similar to those of two decades ago. Prominent on their hit lists are materials by or about minorities and women; about the problems of poverty; or about cultures that differ markedly from that of White, middle-class Americans.

Sex education remains a major concern of the censors. The *Family Issues Voting Index*, a rating of Congress published by the Christian Voters' Victory Fund, complains that—

> We know that love and sex should be taught in the home, accompanied by Biblical values and genuine compassionate guidance. But we allowed our schools to become smut factories, our textbooks sexbooks.

Teachers themselves are a central target of censors who call their competence and good faith into question. The censors allege that instead of teaching Johnny to read, teachers are clarifying his values; instead of teaching students to respect flag, God, and family, they are indoctrinating them into a "religion" called *secular humanism*.

Any teaching that encourages children to value human beings, their different cultures, beliefs, ways of life; any teaching of how human cultures developed on the earth or, indeed, of how life developed on the earth is considered the teaching of secular humanism. Some fundamentalist and right-wing groups maintain that secular humanism is a religion so they can argue that curricular areas they dislike are unconstitutional. The First Amendment mandate that our country have no officially supported religion prohibits the propagation of religion in public schools.

The censors of the radical right have many other concerns: not only what they want out of the schools, but what they want in—for example, prayer, the teaching of the creationist theory of how life developed on earth if the theory of evolution is taught, and the teaching of unquestioning loyalty to the free enterprise system and to the values of the Judeo-Christian tradition.

In general, the right-wing critics of education are moving in the same directions they have moved in the past.

But in 1980, they are moving with new confidence.

The renewed vitality of right-wing censors today comes from the company they keep. Some of their associates are such men as Paul Weyrich, Richard Viguerie, and Howard Phillips, leaders of the ultra-right political apparatus headquartered in Washington, DC, that is known as the New Right. Others are electronic preacher/politicians such as the Rev. Jerry Falwell, a Baptist minister from Lynchburg, Virginia, who has broadcast from coast to coast the message that "we must bring immoral public education to its knees." Falwell heads Moral Majority, a coalition dedicated to

> mobilizing the grass roots of America . . . lobbying intensively in Congress . . . helping the moral majority of America fight obscene school textbooks. . . . and recruiting and training moral American men and women for political office.

Rev. Falwell's *Old Time Gospel Hour* finances his projects with the $1 million a week it reportedly produces from his television congregations.

The censorship battles that teachers are confronting in school systems around the country are no isolated academic concern. Censorship activity is no longer the work of a few fanatics but an important tool in the political power plays of the radical right.

Such people as Mel and Norma Gabler, the textbook critics of Longview, Texas—even such men as the Rev. Jerry Falwell—are not at the center of New Right organization and influence. But theirs are the issues that give life to this movement. Through them the New Right hopes to translate its own political and economic agenda into the nation's political and economic agenda.

The ethics of the New Right's use of family issues to engage the attention and support of the American people is dubious. Certainly such use obstructs rational public discussion of important matters that require reasoned examination and debate.

Teachers and their organizations need to confront some serious issues in public education:

- Tax support of the schools
- The balancing of student rights, parent rights, and professional rights in the selection of instructional materials and development of educational programs
- How far First Amendment protections extend into the public school classroom, the school library, the public library.

Teachers and school administrators need to listen, too, to the legitimate concerns and criticisms of parents—conservatives, moderates, and liberals. The sound and fury raised by the extremist school critics stifles reasonable debate and threatens to place teachers in the position of retreat and self-defense.

Teachers and their advocates must recognize demagoguery for what it is and refuse to let it cut them off from attending to the real needs of parents and students.

—**Dorothy C. Massie,** *NEA Teacher Rights.*

NEA RESOLUTIONS

Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials.

Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their life-styles but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes.

Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences, the rights of others, and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association.

Frankly Speaking

In-Service Isn't Really Education

Many teachers have no respect for in-service programs, and we have some good reasons for our attitude. Consider some common defects of in-service education programs.

First of all, administrators usually plan in-service programs to meet teachers' needs as the administrators perceive them. Teachers cannot be committed to in-service training if they have no share in deciding what it is to be.

Many states do require school systems to administer a needs assessment to teachers, parents, and students before holding in-service programs. Too often, however, this does not actually take place. Instead—

- In-service planners include teachers after the logistics have been settled,
- Planners choose passive individuals who will not rock the boat to represent teachers in planning in-service programs, or
- Planners exclude teachers entirely from the planning.

Is this teacher involvement?

Planners of in-service programs need to take into consideration teachers' specific grade level assignments, proficiencies or deficiencies in basic skills, and years of experience, as well as the learning environment necessary to make the most of teachers' capabilities. A needs assessment would give them the information they need.

A second aspect of in-service education that concerns and frustrates teachers is the quality of the presentations. Teachers often say an in-service program was boring, a waste of time, ill-prepared, unrealistic, just more theory.

Currently the staffs of most in-service programs come from local colleges or from the administrative staffs of local school systems. They often recite theories and describe the experiences of others. Teachers would like presentations by leaders and trainers who are also successful classroom practitioners.

By using the expertise of teachers, a program can give credibility to new ideas that the participants might otherwise consider unrealistic. Teachers relate to new methods, materials, and programs that are practical and have worked for other teachers.

A third cause of discontent with in-service programs is the practice of scheduling them at the end of the day or on Saturday morning. How can teachers enjoy or receive maximum benefit from in-service programs held at those times?

An average day in the life of a teacher includes many different tasks such as disciplining a disruptive child; filling out attendance cards and/or registers; performing bus duty, hall duty, lunch duty, breakfast duty; teaching table manners; holding conferences with parents; filling the hall bulletin board; counseling an abused child; refereeing a fight; grading papers; completing paperwork for administrative personnel or doctoral students; keeping an updated class folder for each child; requisitioning instructional supplies; and, last but not least, teaching. Yet many school systems expect teachers to participate wholeheartedly in an in-service program at the end of such a day.

Like the schools, industry trains its employees for professional growth. Industry, however, provides appropriate conditions for learning. Employees do not receive training about a new product or selling technique at the end of a work day. Perhaps the schools should consider using industrial approaches, such as practitioner-taught programs and released time for a full or half day.

Providing these alternatives would be expensive. Before judging them unfeasible, however, the schools should examine the long-range benefits they may bring. Better teaching means better learning for students.

My fourth objection to current in-service programs is that they deny evaluation the attention it deserves. The checklists commonly used for evaluation seem to be designed to assure workshop leaders that programs have been beneficial. They come, furthermore, at the wrong time. Evaluation done before teachers try out their new knowledge in the classroom cannot be accurate.

Teachers are actively concerned about their professional growth. They have demonstrated their capabilities in this area on professional standards commissions, professional practices commissions, and boards of education as well as in state legislatures. They become passive, however, when they are treated as though they were incapable of making those decisions that directly affect their lives.

To those who are directly responsible for designing and administering in-service programs, I say—the time to change is now. Teachers' renewed sense of professionalism will not permit them to accept without question in-service programs that are paternalistically designed and carried out. □

By JOAN Y. POLITE
Seventh Grade Teacher, Peeples Street Elementary School, Atlanta, Georgia.

This is one of a series of articles written by classroom teachers on their pet peeves in the classroom. Today's Education *encourages other teachers to submit manuscripts that would be appropriate in the series.*

I'm trying to expose my students in this urban high school to everything students are getting in suburban Montgomery County, Maryland, in the best schools money can buy. I want to be sure the education my students get is as good as that of students in more affluent communities.

We're accomplishing that. Urban education is working and will continue to work. All I can say to the public is, Just give us more money, please, and put more confidence in what we can do. The budget is the monster that is devouring urban schools.

If the ever-present possibility of losing our jobs were eliminated, we could teach with a free mind—but education in this city, maybe in the whole country, does not have enough budgetary priority.

For example, budget cuts in the District of Columbia are putting hundreds of teachers out of work. I myself have been teaching for eight years now, and I have been in four different yearbooks. What I want to know is, How many different schools will they send me to before I can say, "I know I'll be back here in September"?

We've got good teachers here in Washington; still, at any time a letter can come to any of us saying, "You're an excess person." Having your job abolished is never pleasant; for teachers who are supporting families and paying mortgages with their teaching salaries, the blow is even harder.

Not only teachers but students feel the pressure of budgetary problems. The students know that we have a winning football team but our coach has been riffed. They know that they raised thousands of dollars for new band uniforms but the band director has been riffed. They know that certain favorite teachers won't be there any more.

These overwhelming budgetary problems, however, don't make urban education impossible. Urban schools can succeed in spite of them if we put less emphasis on things that tear us apart. Urban education has two sides.

Last year, for example, a boy was shot inside our school. I know; I was the one who had to call the police. They kept asking me for a description of the assailant, and I kept saying, "Hey, a kid is shot, come here, give us some help!" That's one side of urban education.

But there is also another side. One of our graduates is going to the Massachusetts Institute of Technology this year on a scholarship. Our school has National Merit winners.

So if somebody asks me about urban teaching, I have a choice of saying, "A kid got shot; a teacher's coat was taken," or saying "We've got scholarship winners, a student who works in the office of the board of education, a student whose poem was published by Scholastic Press."

All teachers have a choice. We can say, "Oh, I have to go to work today," or "What's going to be new at school today? What's going to happen with these kids today?"

Just a balanced attitude isn't enough: An urban teacher needs a good sense of humor. For example, in one of my English classes, the administration kept adding students. I would get more books issued for the class, and another student would show up. For three weeks, the class increased by leaps and bounds, until finally we had five more students than we had books.

I just collected all those books I had issued and said, "If every student can't have a book, no one will. We'll use newspapers, older books, clippings. We'll use our own experiences. We'll use dittoed materials, Xeroxed materials, novels. We'll talk." In a situation like that, you have to laugh, because as soon as you get one thing straight, something else is going to happen.

The students are not the problem. Some people believe that today's student is a new animal who comes to school with dope and a knife. No. These kids are the same kids who have come into classrooms over the years. The economic and societal conditions have changed, but students and their requirements remain basically the same. Their greatest needs are still attention and support.

A lot of the violence in the schools is

By PAULETTE PRATTIS
English and American Literature Teacher, Eastern High School, Washington, DC.

TEACHING IN THE CITY

STRUGGLING TO LEARN —AND WINNING

reactive violence. It's a way of saying, "Look at me; listen to me; don't cut the program where I'm excelling—don't take away my opportunity because of a budgetary problem." Kids don't accept cuts easily. If they're in a remedial reading program and it's abolished for budgetary reasons, they know how that will affect their lives. So I believe a lot of the violence is reactive.

Students don't get violent in my classes, and I think it's because they know they can work out problems in less explosive ways. For example, if a problem arises, we deal with it right that minute. We stop class. "OK, let's all get into this. What's the problem here?" We don't call in administrators or police. We deal with it right then, in the classroom, and when it's finished, it's finished.

The students know I'm available to them. We sit down and have lunch together and talk—not always as teacher and student, but sometimes as person to person. We share experiences. This way kids learn that teachers are real people—we get hurt, we can cry, we can laugh, we can be mean sometimes; students understand that.

When I was in high school, we were told a lot of things we later found to be unrealistic—about the educational structure and its objectives and what it was preparing us for. Maybe we were deluded, but we had dreams.

Today's urban children have had painful realities forced on them. They don't dream as much. They are survivors, prepared to deal with the challenges they must face.

Students don't come into the classroom out of a vacuum. They come with all kinds of experience. Life has made demands on them that have made them grow as individuals, in some ways we adults probably haven't even experienced.

The teacher has to know what more the students will need in order to deal with life when they get out of school. So the teacher and the student sit down and put their knowledge and experience together to devise programs.

One of the harshest realities that students face today is the difficulty of getting a job. The truth is, there are no real jobs out there, and I don't have an answer. All I can do is prepare students as well as I can. Besides preparing them academically, I try to teach them to appreciate the value of work and to do as well as they can at whatever job they can get. They need to learn that taking a job they don't like need not mean discarding their ultimate career goals.

I won't let them take refuge in self-pity—"Look at what's happening to me. I don't have a job."

OK, fine, that doesn't mean it's forever. I tell them, "Get what you can. Get your skills together now. Knock on some more doors. Don't wallow in discouragement."

I love my kids, but I don't pamper them. Students have sat in front of me and cried from hopelessness, and I have had to hold myself back from running over and hugging them. They have to see that although I care a great deal, after the tears comes the time to deal with the situation.

I try to make the English class valuable to my students. They come to room 209 to get some skills in English grammar and American literature, and they don't take much on faith. They'll ask, Why am I learning this? What benefit will this have?

A student asked me, "Why am I learning this kind of English? We don't talk like that."

I quoted Jesse Jackson: " 'When you're in the den of the lion, you speak lion'—and we're speaking lion now. I can appreciate you, but when you go for those job interviews, the employers will not hire you because you're cool. They want to see your skills."

I tell my students how Thoreau and Emerson and Poe thought, and they tell me how they think; the two aren't always so far apart.

Some of my colleagues believe we should merely stress the grammar and skip over some of the writers. For two reasons I expose my students to some writers those other teachers choose to omit.

First, even the child who is not talented academically can appreciate ideas about situations and feelings that all people share. When my classes study Thoreau or Poe, for example, we read aloud from their works and then talk about what we can learn from

their ideas and their survival skills.

When we talk about Richard Wright, we don't focus on the discrimination and the forces that opposed him. We focus on how he dealt with them, what he learned from them, and what he became because of them.

My second reason is purely pragmatic: If students take College Board or other exams, they have to be familiar with these writers.

Of course, I have a different idea about testing: I think it should be a tool of the teacher. But as long as my students have to take those standardized tests, they're going to know the answers. That's survival, too.

Besides teaching, another part of my job at Eastern High School is that of faculty sponsor of the Student Government Association. Every homeroom nominates two students to the Student Government, and they all meet together every week. But when some of the other students saw the things we were doing, they started to come by and say, "Hey, I'm not a representative, but I want to work."

We've got some good kids—not only at Eastern High School, but everywhere—and they're doing and producing good things.

The kids feel great about doing something positive. At Christmastime there was a big dinner at the Stadium Armory for the elderly. Our Student Government kids went down there to help dish up the food. We were all elbow deep in sweet potatoes. Even the toughest kids mellow when they find they have helped somebody else.

We've done the showy things like the pageants and homecoming, but we do other things also. We've gone on the radio. Once, for example, the students talked about violence in the schools; once they talked about budget cuts.

Then every time a school board meeting or a Black mayors' conference or anything else that's interesting takes place in the city, students are there to cover it. When Senator Ted Kennedy spoke at Shiloh Church, they were there. I have tried to expose the students to everything I think they should learn about what's going on in this city.

I don't always use the "brightest" students or the ones who make the school look good, either. I give each one a chance to go.

The kids I took to the Black mayors' conference, for example, were not academically superior. But they were the kids who needed to see that we have some outstanding Black mayors in this country, people who can tell them, "Look, this is where I came from, and this is what I'm dealing with, and you can do it too."

You've got to like teaching to do it now. You've got to like it because many of the circumstances are a lot more difficult now. Basically, however, teachers—like students—are the same as they've always been. I think each teacher, when he or she goes into that room with a certain number of students, feels the same sense of responsibility and challenge: "I will have some effect on the minds and the futures of these individuals sitting here in front of me."

Sometimes the rewards don't come immediately. A kid might come back two years after graduation and say, "You used to give me hell, but now I know what you were talking about." That makes you feel good.

I enjoy teaching at Eastern. I don't like the threat that my job might be taken away. But we have to deal with the actual situation, because we don't have time to think about what isn't happening. Kids are happening. □

[As of press time, the District of Columbia Board of Education was planning to eliminate roughly 750 teaching positions for the 1980-81 school year. A Board representative cautioned that more cuts might yet be made.—Ed.]

TEACHING IN THE CITY

WORKING HARD TO HELP CHILDREN LEARN

I don't believe the decline of urban schools was ever as serious as many people outside the schools thought. Perhaps much of the so-called decline was really just the idea of the media.

Even during the period of integration, when we had some disruption, most teachers continued working hard to help the children learn. Today, I believe our schools in Memphis are in good shape.

By RIO RITA JACKSON
Eighth Grade English Teacher, Cypress Junior High School, Memphis, Tennessee.

Three things seem to me to be important for good schools, whether they're urban, suburban, or rural: understanding from the community, professional development for teachers, and the cooperation of parents.

Part of the problem our schools have faced has been that people who are not in the schools have not really known what was going on. The smallest incident could get blown out of proportion and give the schools a bad name. Most of those who complained loudest about the public schools didn't even have children there.

One thing that has helped cut down on public ignorance is a project we started here last year called Adopt-a-School. Different major industries in Memphis agreed to work in pairs with the different public schools. Each pair decides what it wants to do. Some industries offer advice to students in their adopted schools about different kinds of jobs and provide ways for the schools to get their students out to work sites. Others help by supplementing school supplies.

As the project developed, one or another of the major industries adopted almost every school, and at the end of the first year, the schools and

industries in the program were very pleased with the results of their work together. Also—and this was very important—the program has given the community a better opportunity to see what is going on in the schools. The public no longer has to rely on second-hand information.

Although we don't have a teacher center in Memphis, we have found ways of working together for professional development. Teachers here want more information that will actually help in the classroom—something a little better than the usual kinds of in-service activities. Rather than go to the university and take a course, we carry on our own in-service activities in the schools.

Since we've found that teachers do a much better job of stimulating and helping other teachers than do those who are considered experts, we work with other teachers in our school. We share ideas and suggestions, and we develop materials that are specifically aimed toward the needs of our own students.

In our school, we have meetings across grade levels in each subject area. The first week of each six-week period, we discuss what our goals are for that period and develop objectives. Then at the end of that period, we bring our evaluation of how well we've met those goals, and we establish new ones. During this whole process, we share information with one another, and that's useful to all of us.

For instance, when all of the English teachers meet together, I find out what the seventh and ninth grade teachers are doing and what their goals are. Likewise, they find out what I'm doing with my eighth grade classes. Each of us gets a general idea of what the department is doing, and the continuity is smoother for the children.

Planning together is pleasant, too. Each of us proceeds according to her own personality and plans and experiences, but we find a good bit of enjoyment in sharing techniques and materials, and I think the children benefit quite a lot.

In any given school unit, of course, the principal determines how well and how much the teachers are able to work together. In our school we have school time for planning together. Until recently, however, a teacher would be expected to work all day and then stay after school to meet and plan.

Cooperation from parents has not improved as our community relations and teacher development have. In fact, the most obvious change I've seen in 15 years of teaching seems to come from a deterioration in parents' attitudes. Students are becoming more and more reluctant to learn. Although the attitudes of the children reflect many changes in society, they reflect the attitudes of the family as well.

At one time, when a teacher assigned work, students would do it and bring it in. Now it's very difficult to get students to study. Many of them don't care that much about grades, and some even seem to be determined not to learn. I'm determined that my students will learn, however, and they usually do.

I remember when parents used to impose conditions on their children: "You are going to do well in school, or you won't be allowed to do this or to have that." But talking with parents in recent years gives me the impression that they aren't exerting much control. It's very discouraging when a mother comes in for a conference and almost her first words are, "I can't do a thing with him." I have had parents tell me, "Sure, she does her homework. Every night after the late movie she starts."

I try to meet the parents of all my students during the first six weeks of school. I seldom succeed. I am especially determined, however, to meet the parents of those students who seem to need a bit more help than I can give them in just the class period: that is, the troublemakers and some of the slower learners.

For disruptive behavior, I give a student two or three warnings, then I send a conference slip to the parents. If a parent doesn't respond within five days, the child automatically goes on home suspension. Knowing this, most parents respond and come in to see me. Since many of the parents work, coming in for a conference means taking a day or half-day off. That can mean a real hardship for them, but they prefer it to a suspension.

Some parents are glad I call them in, because they didn't know their child was making trouble. In general, however, parents come in upset. They don't want to be there. I talk to them about what I'm trying to accomplish with their child. Usually they leave quite satisfied, and I will have found out all kinds of things. Maybe it turns out that the mother is an alcoholic or has had a serious illness and become addicted to the medication.

In any case, I almost always see a positive change in the children after I've had a conference with the parents. Sometimes the problem is one the parents can solve themselves; sometimes I refer them through the guidance staff to an outside agency that offers family counseling or other help.

If I tried to deal with the disruptive behavior or the apathy of my students without talking to their parents, I would never be able to understand the causes. Sometimes I get a real surprise.

For example, last year I had a student who never said a word and never finished an assignment. One of his eyes watered continuously, and he put his face right down close to his desk to see his work.

I called his mother in and told her I was worried about his eyesight.

She said, "Ms. Jackson, didn't you know that he has a glass eye? About four years ago he ran into a tree branch, and it put out his eye.

"Now he just reads everything he can get his hands on about an eye transplant. He's withdrawn, and he's hard to get along with. He just wants that eye."

That mother was very much concerned about her son, but she had no idea of what she could do to help. The guidance people had thought of putting him in a resource class for slower learners, but he didn't need that kind of help. He simply needed some help in accepting his condition. I helped him get counseling.

After that, if he was having trouble, he'd raise his hand or come up to the desk and ask me a question. He began to open up. And his next teacher knew from the beginning about the eye.

We still have some problems in our city schools, but I've decided the classroom is where I'll be for a good long time. I enjoy working with the children, and I have a lot of hope for them. □

HELPING CHILDREN UNDERSTAND DIVORCE

Almost every individual in the United States has felt some effects from a divorce. Research suggests that approximately 40 percent of all married adults will get divorced at least once. Nearly 25 percent of the children in our country are living with one parent who is divorced or separated or with a parent who has remarried after divorce.

Almost all these millions of children have undergone stress from external conditions and internal feelings.

Within a home where a divorce occurs, the children face major changes which often cause stress. They have to learn to deal with such things as parents who date, double holiday celebrations, more supervision by babysitters, less income, new rules, and even new relatives when a parent remarries.

Lack of information also causes stress. Seldom do parents have a good discussion with their child about their divorce. The child may pick up some information by hearing the parents discuss the divorce and its causes in the course of an argument or a phone conversation. Relatives or babysitters also may try to explain the divorce. Information drawn from these conversations is by its nature often biased or exaggerated.

Many adults are unable to understand their own feelings during a divorce because they lack the training to identify and label them. Children are far less prepared to comprehend their thoughts and feelings as they see their parents separate after perhaps many years of arguments, threats, anger, repression, and rejection.

Some of the feelings that often create stress in children whose parents get divorced are anger, guilt, and loneliness.

- Much of children's anger during a divorce comes from being caught in a situation over which they have no control.
- Many children suffer guilt because they feel (wrongly) that they have helped cause the divorce.
- In addition, divorce may cause loneliness in children. A parent has left the home, and if one or both parents have started dating, the child may have less time with parents than before the divorce.

A high degree of stress, whatever its cause, will almost certainly affect children's behavior and ability to perform in the classroom. Specific kinds of behavior, such as the following, may be signs to the teacher that a child is feeling stress.

- Absentmindedness. A child may begin to make a habit of staring out the window, laying his or her head on the desk, or showing inattention in some other way. Or a child may turn in work only partly completed, forget to finish scattered problems on a paper, or often

By ROBERT D. ALLERS
Psychologist, Forest Hills Public Schools, Grand Rapids, Michigan.

In a scene from *Kramer vs. Kramer*, a deserted father, Dustin Hoffman, brings son, Justin Henry, to school.

ask the teacher to repeat directions.

• Nervousness. Nervousness may cause a child to fidget, bite fingernails, suck his or her thumb, or talk out loud without permission.

• Weariness. A child may appear lethargic, especially toward the end of the school day, or show other signs of lack of sleep. A child who is feeling increased stress may have difficulty getting to sleep at night or staying asleep long enough.

• Moodiness. A child may have sudden changes of mood which cause changes in behavior. For example, a child who is smiling and talking one minute may abruptly become defensive and withdrawn. This may happen because an object or occurrence in the room has reminded the child of something unpleasant relating to the divorce, such as a fight between his or her parents or a conversation between relatives criticizing one of the parents.

• Withdrawal. Withdrawal is common among children in any kind of stressful situation. A child may fear saying something that will bring shame on the family or feel that most adults and classmates don't understand the problems of divorce. Such a child may virtually stop taking part in classroom activities.

• Declining grades. Stress can make it difficult even to start an assignment, much less finish it. Homework often takes a back seat in a home that a divorce has disrupted: Perhaps parents are busy working out their own problems, the child spends extended hours with babysitters, the child is excited about a visit to a parent, or parents are dating strangers. Although some children will channel stress into their schoolwork, many children in such a situation find doing schoolwork an impossible task.

• Acting out. A student who has traditionally been rather well behaved may suddenly become restless and aggressive. The student may pick at classmates until a small fight erupts. Tapping a pencil, moving chairs, roaming around the room, talking out, talking back, and destroying materials are other ways of acting out.

Generally, a child will start behaving this way before information about the divorce reaches the school. As unrest in the home increases, building up to the divorce proceedings in court, so may the child's acting out. Should the parents remain emotionally composed during the divorce (which is highly unlikely), so probably will the child.

• Physical complaints. A child may complain of headaches, stomachaches, backaches, sore muscles, rashes, sore eyes, tics—the list seems endless. If a physician can't find a physical cause, the pains probably are psychological in origin.

• No change. Some children have an incredible capacity to deal with frustration and stress. A teacher may find that a student's parents have just finished getting a divorce and the child never displayed the slightest sign of stress at school. Even so, such a child may be very confused and frustrated internally and may benefit from help as much as a student who shows signs of stress.

Not every child under stress from divorce will be able to see a counselor or therapist. Teachers may, however, be able to help children better understand and handle their feelings about their parents' divorce—especially those feelings that derive from lack of information about divorce, common reactions to it, and its role in contemporary American life.

A planned discussion in class can help children understand divorce better. Classroom discussions of divorce allow the child to see and hear what other children of divorced parents may feel, the problems others may be having because of their parents' divorce, and how others are handling such situations as visitations and holiday celebrations. They also allow the children whose parents have *not* been divorced to understand and learn about divorce and how it may be affecting their classmates.

Planning a discussion of divorce for all students may be beneficial, because left to chance the subject may never arise openly. Although most children want to know more about divorce, children rarely bring up the subject.

In children whose parents are divorced, this reluctance may have several causes. Often children don't understand how they feel. (Even adults may not understand their own feelings of joy, nervousness, anger, excitement, or depression.) Most children simply *feel*: They are not yet able to identify their feelings well enough to label and then discuss them.

Many children would be embarrassed to discuss their parents' divorce. Although divorce has become common, most children feel that they are the only ones who have divorced parents and that other children or adults will not understand their situation and their feelings. If divorce is never discussed in a classroom, two-thirds of the students might come from one-parent homes without any of the children realizing it. Children who think divorce makes them different from their classmates may make excuses for bringing only one parent to a conference or for making two sets of holiday presents for their parents.

Many children are reticent because they fear they will be punished for discussing their parents' divorce. Some parents tell their children not to talk about certain aspects of the divorce or not to talk about it at all. The children then fear that if they discuss divorce, the wrong thing will slip out and their parents will hear about it. To outsiders the information involved may be trivial, but to the child and the parents, it may be very important.

A few children, on the other hand, may not discuss their parents' divorce because they feel comfortable with it and have all the information they need.

Although children are often ready to discuss divorce if they don't have to bring up the subject, teachers themselves often hesitate to start such a discussion. For one thing, teachers may believe they lack the information to answer children's questions once the discussion gets going. Probably, however, they know more about divorce than they realize—and almost certainly more than the children know. The best thing to do when students raise questions is to answer them as accurately as possible with the information and time available and, if necessary, find further information to present another day.

Teachers may also avoid discussing divorce because they fear parents' disapproval. It is always wise to inform the principal of plans to hold discussions or give assignments on controversial topics. Teachers can set the stage by sending notes home to parents (all parents) with information about their

plans. Parents will probably not oppose a good program on divorce if they know ahead of time what it will include.

The age and general maturity of the students will determine the type and content of any class discussion of divorce. Kindergarten students may tell about a couple of events occurring during a separation or divorce but they seem to understand little of the mechanics of divorce. Most first and second graders will tell about certain important experiences but can also learn the basic facts about divorce by listening. Third, fourth, and fifth graders not only can share experiences and learn from oral explanations but also describe their reactions to events to their classmates.

Holding class discussions is not the only way teachers can help children adjust to stress caused by specific events like their parents' divorce. A few other methods are listed here.

• Identify problems. Teachers can begin by being on the lookout for signs of stress. Children seldom simply ask for help, so it is important for the adults around them to notice symptoms of their problems and seek appropriate help.

• Hold parent conferences. Teachers who recognize signs of stress may want to contact parents immediately to try to find the cause. Generally, if the teacher sees signs of stress at school, the parents see similar behavior at home. If the teacher makes no comments about problems at school, however, parents may think the behavior at home is not significant. A conference, then, could be very helpful to both teacher and parents, especially if both parents can attend.

• Talk to the child. Asking the child privately about his or her feelings about the divorce (or other problem) may elicit important information about the child's stress level. Children seldom volunteer such information, but they are generally willing to share their feelings if asked for them.

Sometimes a child will not identify the real problem. In that case it often helps if the teacher explains to the child the signs of stress he or she is showing. Helping identify the problem can be very helpful to the child as well as to the teacher and parents.

Not every child under stress from divorce will be able to see a counselor or therapist. Teachers may be able to help children better understand their feeling about their parents' divorce.

• Teach children the words to express feelings. Students may be having trouble identifying their feelings because they don't know the words to describe them. Out of the hundreds of words that describe different feelings, children are often unable to name more than a few.

• Keep literature available. Books and pamphlets about divorce should be in the school library and, if possible, in the classroom. So far as I know, little has been written for young children about divorce, but during the next few years my guess is that more and better books will be published on the subject.

• Use professional help. School psychologists, social workers, counselors, and other professionals can give advice and help in setting up class discussions on divorce. They can also help individual children better understand their parents' divorces.

• Encourage special programs. A school psychologist, school social worker, or counselor may be willing to start small group sessions for children of divorced parents. These groups can be most helpful to the children, providing counseling that teachers are unable to give in the classroom.

• Take time to learn more about divorce. The more teachers know about divorce, the more effective they will be in aiding their pupils. Time spent looking for books and articles about divorce is a good investment. Further, teachers can request in-service training or sessions at conferences or meetings on the subject.

• Show interest and concern. If a child asks a question about divorce or if the class is discussing the subject, teachers should share their knowledge freely, showing that there is nothing wrong with examining or expressing feelings about this subject. If the teacher becomes anxious and nervous when the topic arises, so will the children.

• Give time and understanding. The most important service a teacher can give a student is time and understanding when the student needs it. A child who can share an important feeling or experience with the teacher may be better able to return to, and think about, schoolwork. Some children carry the memory of some unpleasant experience with them for years. Having a chance to talk about that experience may remove the burden.

Teachers who try to help the children of divorced parents in their classrooms should be careful to avoid certain pitfalls. One danger is that discussion will bring indiscreet revelations from the pupils. A good discussion about divorce doesn't require description of the beating a child's alcoholic mother gave her husband or the intimate details of a father's relationship with his girl friend or a mother's with her boy friend.

Pushing children to talk also is undesirable. A child who is ready to discuss divorce usually will do so when given the opportunity.

Finally, although the classroom can give children an excellent chance to learn about divorce, it is not the proper place for in-depth therapy. Too much conversation on the topic can cause resentment and additional problems.

Children of divorced parents may bring many problems along when they come to school. Teachers can recognize these troubles and help the children learn to handle them. In so doing, they may increase their pupils' peace of mind and incidentally help improve their schoolwork. □

This article is drawn from a booklet Dr. Allers wrote for use in the Forest Hills Public Schools.

Meet Patricia Vance

The Toronto, Ontario, schools offer secondary school students specialized programs, as do many big-city systems in the United States. Entrance to secondary schools, however, is not automatic. The conclusion of the eighth year of school marks a critical time in the education of young people in Toronto. Promotion to the secondary level is by the explicit decision of their teachers and principals. Students who are promoted may choose from among academic, technical, and commercial secondary programs. The 20 percent of an age group who are not promoted have the limited options of attending either vocational or occupational schools.

Lawrence Park Collegiate Institute is one of Toronto's 12 academic high schools. Some 1,100 university-bound students in grades 9 through 13 attend the school. (Grade 13, a vestige of the British sixth form, is necessary for entrance to a four-year university in Ontario but not for high school graduation.)

Located in a residential section of North Toronto, the school has a

Patricia Vance (second from left) meets with a group of her students.

three-story, red-brick building that dates back to the 1930's. As part of Today's Education*'s continuing series of interviews with teachers, Nancy Needham of the editorial staff visited Lawrence Park and talked to faculty member Patricia Vance.*

Ms. Vance began her school career as a teacher of French and Latin. Since 1973, however, she has been in charge of Lawrence Park's resource room program that helps learning disabled students cope with the demands of a highly academic curriculum. Her husband, Bruce, is an English consultant with the Toronto school board. They met early in their careers at a Latin Department meeting; they live with their two sons in a North Toronto neighborhood not far from Lawrence Park.

When did you decide you wanted to be a teacher? Were you a college student at the time?

No, I was still in high school. I went to a girls summer camp and later became a counselor there. It was really that initial informal teaching experience that hooked me. I enjoy watching people learn, and I like learning things myself. Being a resource room teacher is ideal, because I have to be familiar with the entire curriculum. Consequently, I'm always having to learn things.

After high school I entered the University of Toronto. I took an honors course in Latin and French, with Greek on the side. An honors degree—which means taking a four-year as opposed to a three-year course and achieving at least minimum grades in all major courses—is a prerequisite for being a specialist high school teacher.

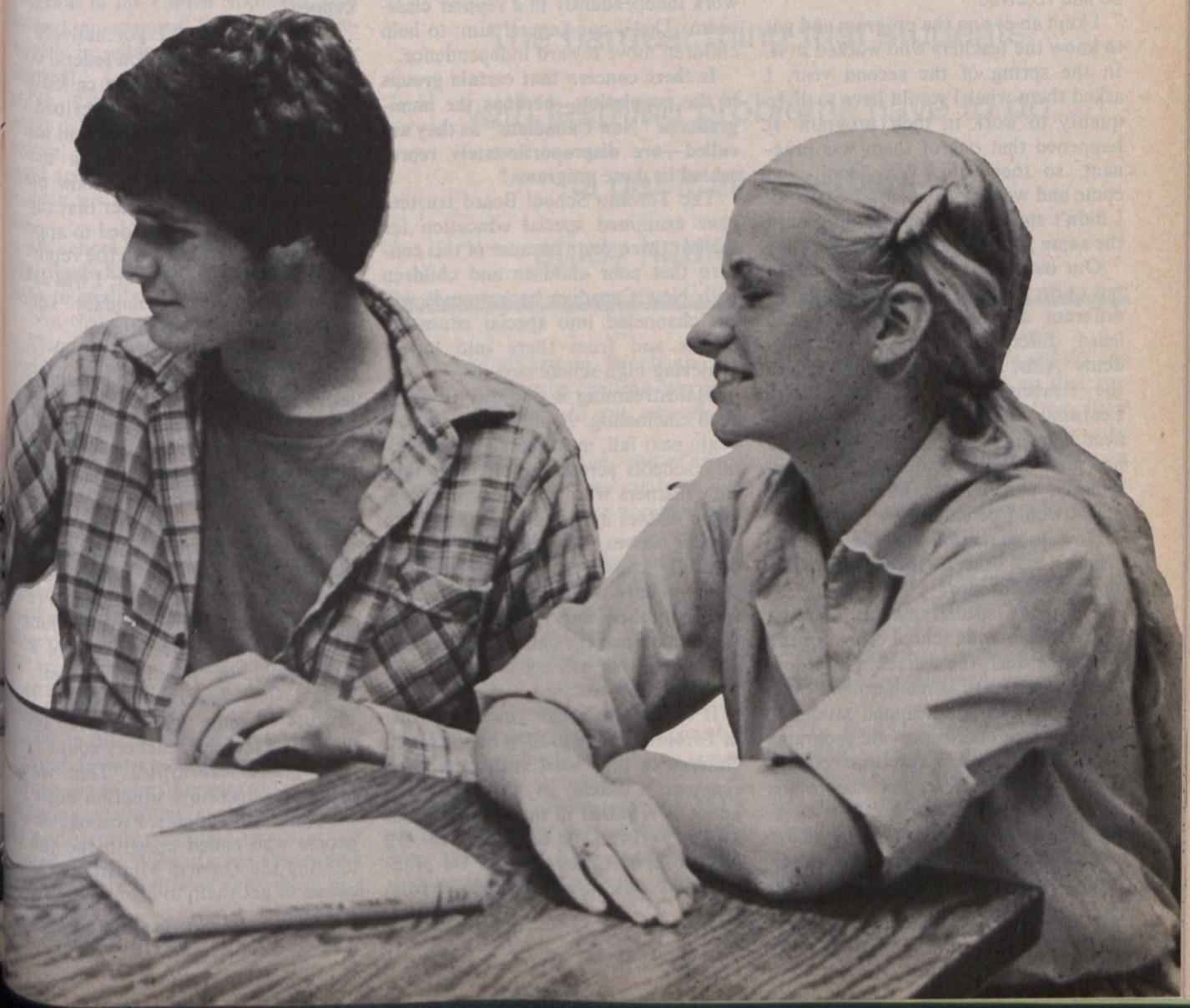
Did it take you four years to prepare for secondary teaching?

Four years at the University, studying Latin and French and Greek, and one year more of teacher training in its Faculty of Education.

Up until the early 1970's, the model of teacher training in Ontario had been university first, teacher training in the year after. York University, which is a relatively new institution in Toronto, now offers the kind of program you have in the States, where you do education and a B.S. or a B.A. at the same time—except that York still requires five years to do the combined course.

Did you then get a master's?

I didn't do a master's then; I wanted to get to work right away. Later, dur-



ing the 1960's, I stayed home with my two sons for eight years. When they were both in school full-time, I decided to go back to work. But I didn't think anybody would want to hire me because I'd been messing around with diapers for eight years, so it was really a feeling of inferiority that drove me back to do a classics M.A. part time.

How did you shift from teaching languages to teaching the learning disabled?

I started the second phase of my teaching career as a Latin and French teacher at Northern Secondary School, which is the closest thing to a comprehensive school that exists in Toronto. As it happened, a resource room for the learning disabled had opened there the year before. I was interested in it because one of my sons had been in a program for kids with learning disabilities in elementary school, and I felt grateful for the help he had received.

I kept an eye on the program and got to know the teachers who worked in it. In the spring of the second year, I asked them what I would have to do to qualify to work in their program. It happened that one of them was pregnant, so they said, Why don't you come and work with us now? So I did. I didn't start my formal training until the same year I started the job.

Our older son, however, had taught me quite a bit at home about taking different approaches with kids who learn differently from regular students. Also, I had by that time joined the Association for Children with Learning Disabilities, which has its headquarters in the United States, and had gone to their conferences. Consequently, I had some idea about the field I would be entering.

How is education for the learning disabled and others with handicaps organized in Toronto?

There are special schools under a metropolitan-wide school board for the blind, the deaf, the trainable retarded, those with severe language handicaps. Then, for less handicapped students, the local area boards provide programs that operate like my resource room—taking kids out of regular classrooms for part of a day. There are also segregated, self-contained classrooms of six to 16 students at the elementary level. The rationale for these small classes is that the teacher will be able to speed up the rate at which the children acquire the skills they will need to work independently in a regular classroom. That's our general aim: to help children move toward independence.

> In the Toronto area, problems are more severe in the suburbs than in the City.

Is there concern that certain groups in the population—perhaps the immigrants or "New Canadians" as they are called—are disproportionately represented in these programs?

The Toronto School Board trustees have examined special education for the last three years because of this concern that poor children and children with New Canadian backgrounds will get channeled into special education classes and from there into lower-achieving high school streams.

Mainstreaming is one way to avoid such channeling. A pilot program will begin next fall, in which eight elementary schools across the city will take slow learners who have been in segregated classes and integrate them into regular classes. The pilot schools were carefully chosen so that the regular staff will have positive attitudes toward accepting these kids. The teachers who would have had the children in the segregated classes will act as consultants to the regular teachers.

It sounds as though you are moving in Toronto toward putting handicapped children in the "least restrictive environment," which, as I'm sure you know, is required in the United States by PL 94-142 [The Education for All Handicapped Children Act]. Do practices like this spread to Canada from the United States?

There is a definite influence. The phrase, "least restrictive environment," has long been in use here, although there is neither federal nor Ontario legislation making it official policy.

In general, the provincial ministries of education—especially the officials who write curriculum guidelines—play a major role in spreading American and British practices here. These officials go to conferences in the States and Britain and read professional journals from both countries. British authorities on education are invited to the English-speaking provinces to visit schools and to give in-service sessions. In the teaching of English, for example, British ideas are taken more seriously than American ones.

Has the Ontario Teachers' Federation [OTF] actively pushed for better education programs for the handicapped?

Yes, that's how I got actively involved in OTF. In 1970, a federal commission published a report called *One Million Children*, which described the different kinds of emotional and learning difficulties that children across Canada had and estimated how many there were with each. After that report came out, the OTF decided to appoint a committee to follow up the report in Ontario. Three years later, I was asked to represent the secondary school teachers on that committee.

The year after I went on the committee, there was new education legislation in Ontario and a new set of regulations to accompany it. The regulation that dealt with special education classes was supposed to establish limits on the size of self-contained special ed classes. About a month before the regulations were to become final, the president of the Federation discovered that the section on special ed had been radically altered. There were no longer limits by law on the numbers of kids who could be put into special ed classes. The Federation foresaw that because of some administrative problem, for example, teachers could have their classes overloaded. That would make an impossible situation both for them and for students. I was one of the people who ended up with the job of fighting the Ontario Ministry of Education to get them to change the regu-

lation. Fortunately, we were successful.

You were a lobbyist on that issue?

Yes. I did more lobbying after that. The Council for Exceptional Children here in Ontario came out in favor of establishing by law the right to education for all children regardless of their handicap—essentially with the same intent as your PL 94-142. That commitment does not yet exist here in black and white, either in law or regulations.

I think one of the most important things I did when I worked for the Federation was to persuade the Federation's Board of Governors to endorse that policy. As a result of similar efforts by both teacher and parent groups, a bill to establish mandatory education programs for all handicapped was introduced in the Ontario legislature last spring.

PL 94-142 is, of course, a federal program in the United States. Is your federal government likely to get involved in education of the handicapped?

No. Canadian education is exclusively a provincial responsibility. The federal government does give grants to fund specific programs—for example, French instruction for English speakers.

Do school boards that apply for federal funds have to meet federal guidelines to qualify?

Not that I know of.

What percentage of elementary-secondary expenditures are federal? The U.S. figure is 7 or 8 percent.

I don't think there is a Canadian figure, because federal involvement is so spasmodic.

Do teachers in Canada have the right to strike?

With education a function of the provincial governments, there isn't any federal law on the subject of teacher strikes. In 1975, the Ontario legislature passed Bill 100, which gave teachers in the province the right to strike.

At that time, secondary school teachers in Metro Toronto—about 8,000 in all—saw themselves slipping behind in salary. We had no cost-of-living allowance. We wanted to include working conditions, such as class size, in addition to economic issues in our negotiations. We had gone through all the channels and tried everything else but a strike, so in November 1975, soon after Bill 100 was passed, we voted overwhelmingly to go out on strike.

How long did the strike last?

About two months, from November to January. At about the same time, the federal government introduced anti-inflationary measures, including wage and price controls. So there we were—left on the street—wondering how the federal legislation would affect our stand, because we wanted a raise that was much higher than would be allowed.

The impasse was complete. Arbitrators were supposed to bring the two sides together, but it just didn't work. We ended up being legislated back to work by the Ontario Parliament. Of course, there was a lot of bitter feeling. We felt that we had been victimized by the federal legislation. People are just now, five years later, getting over it.

Were you able to get any of the things you wanted?

We did have some cost-of-living allowance built into the contract, but we didn't get class size accepted as a negotiable issue.

What is the typical class size here in each kind of secondary school?

In the core academic subjects—English, math, history, etc.—classes are supposed to have the same number of students, 23 to 27, regardless of what type of school they are in. But if scheduling constraints mean a class has to have 40 students, there is no law or regulation that forbids it.

As you were getting to be the OTF's specialist on special education, you were transferred from Northern Secondary to Lawrence Park. Were you the first teacher of the learning disabled at this school?

Yes. Both schools are in the same attendance area. Before 1973, students who were perfectly capable of doing all the advanced courses at Lawrence Park but who had specific learning problems had to attend Northern Secondary School if they wanted to participate in the learning disabilities program. In 1973, the school board sent me over from Northern so that kids who were qualified to go to this school wouldn't have to go elsewhere just for the sake of the one program.

What do you see as your basic function in an academic school?

My function is to help students with learning disabilities to fill in the learning gaps that remain from elementary school and at the same time to support them in their regular subject areas. I try to combine these two functions, the remedial and the tutorial, so that students are learning content from their regular subject classes and at the same time are improving their reading or computation skills, their problem-solving or note-taking skills or whatever.

How many students do you work with in one classroom period?

Three or four students per period, but I work with another teacher and an aide.

What's the hardest task this school asks learning disabled youngsters to do?

The hardest thing that high school students with specific learning problems have to do is to get it all together—study habits, organization. The specific disabilities vary from student to student. For instance, some are poor listeners who would be better off if

The hardest thing that students with learning problems have to do is get it all together—study habits, organization.

they could rely on a textbook to nail down the knowledge they have to acquire.

Most teachers use a wide variety of teaching approaches, but they do have preferences and we get to know what these are. When we schedule our students at the end of August, we try to match teaching style and learning style. This way there are fewer personality clashes, because teachers and students tend to be on the same wave length. We also try to make sure not to overload a class with kids we know have specific problems.

Tell me what you would do with a student who had information in his or her head but could not write it down in an essay.

Today, just before you arrived, I was working with a grade 12 student who has that problem on an art history essay. With three different books and his notes from class on his lap, he told me his views on the Rococo style. I typed his words onto a piece of paper, and by the end of the period we had a tiny but complete essay.

Will he ever be able to sit down at the typewriter and do that himself?

He will never be able to do it as well as somebody who does it easily.

A former student of mine at Northern who has this same problem is now in his third year at York University. He still insists on writing his exams in the usual way, with no extra time allotment and no other compensation for his disability. He *could* tape his essays and have them transcribed by somebody else, but he insists on being judged in the same way as his classmates. Consequently, instead of getting A's, he gets C's.

You have taught at both Northern Secondary, a comprehensive school, and at Lawrence Park, an academic one. Do you feel that youngsters at Northern had morale problems because they thought they were in a second-best place?

Within the school, morale was terrific. The school was organized for the benefit of the kids. It drew people from all over the city because it had a combination of courses that existed in no other single school. But even though the kids didn't feel they were second-class citizens, it was a different story when you talked to people in the community who didn't have children there or who, for example, worked in a social agency that made them perceive Northern students as problem kids.

Among young people, however, any notion that Lawrence Park is up and Northern Secondary down comes only from this end. Northern Secondary students see Lawrence Park as the place where those people go who are maybe a little too conscious of social status. Still, many families have children in both schools. One son will go to Northern and the other will come here, and they still speak!

How about discipline? Do the types of schools differ on that? Do Canadians perceive their discipline problems to be as serious as we think ours are in the States?

Generally, our problems don't seem to be as severe. What difficulties there are seem to depend on a school's size and location. Northern, for example, has twice as many students as Lawrence. Because students there aren't as likely to be known to each other or to faculty by name, the atmosphere tends to be more impersonal, and staff are likely to take a tougher line on infractions, such as being in the halls during class.

In the Toronto area, my impression is that problems are more severe in the suburbs than in the central city. Perhaps one reason for this is that low-cost housing has been put up in the suburbs rather than downtown, while upper income people are buying and renovating houses in the city and sending their children to the public schools.

Getting back to the Ontario Teachers' Federation, does it support political candidates?

No, but some of its member federations do.

What are they?

There are five of them. The Ontario Secondary School Teachers' Federation (OSSTF) is the one I belong to. Then there are two associations for public elementary school teachers, one for men and one for women; an association for teachers in the English-speaking Catholic schools; and an association for teachers in French-speaking schools, both public and separate [Roman Catholic].

OSSTF does endorse candidates. In the Toronto area, there are a series of political action committees within OSSTF districts. They submit questionnaires to candidates for school boards and for the Ontario Parliament, and endorse those who support the policies of the OSSTF—regardless of what party they belong to. The committees don't actively campaign for the candidates, however. None of the Ontario teachers' federations—at any level—has ever endorsed candidates in federal elections.

Did those five provincial federations come together to form the OTF?

Yes. They got the Ontario Parliament to pass a law—the Teaching Profession Act of 1944—which created the OTF. OTF represents the interests of the Ontario teachers with the provincial government and its agencies. The 1944 law requires teachers to belong to OTF and to one of the affiliates and provides for mandatory deduction of dues from their paychecks.

As we are taping, somebody has just congratulated you for winning an archery tournament last night. Are you the girls' archery coach here?

Yes, and I coach the boys, too. Three or four years ago, I decided to gear down my extracurricular activities. Archery was something I thought I could limit to one month a year from 8 till 9 in the morning. But then the passion developed. . . .

To win?

Not to win so much as to watch the kids get such a kick out of the sport that they continue it after they're through with school. It's nice to win, of course; it gives the kids a momentary lift in ego. But when I watch kids grab hold of a bow—hardly able to wait to start shooting—and when they buy their own equipment and start shooting on the outskirts of the city in the summertime, that turns me on. I think to myself: These kids have found something they can enjoy at 65, and that's far more meaningful than competition.

What about what they do in your resource room—do you think that will help them find enjoyable things to do between now and age 65?

I hope kids will learn to enjoy the process of acquiring knowledge and skills. To play with the archery analogy a bit—the range of goals in the classroom is certainly broader than in archery. Maybe my job is to help kids with learning disabilities hit the right targets successfully. □

Hours of careful attention preparing "The City of St. Louis" for its flight, drew nearly as much attention as the flight itself. Nikki Caplan (left) is a pioneer in modern gas ballooning.

James Conway, Mayor of St. Louis (below, right), and Dr. Robert Baker, President of Ginn and Company, compare notes before talking to the hundreds of educators who joined in the celebration.

Celebrate the Joy of Teaching

Unfortunately, the relationship between the general public and the education community is too often marked by disharmony. This disharmony is caused primarily by a lack of understanding on the part of the general public as to the *degree of difficulty* involved in educating children. The people of Ginn and Company believe it's time that the job of educating America's children got some good press.

We chose the International Reading Association Convention in St. Louis as the spot to kick off the campaign. On Wednesday, May 7, 1980, Nikki Caplan launched her new gas balloon, "The City of St. Louis," from that city's Keiner Plaza as the highlight of our outdoor festival to honor America's educators. Bumper stickers, buttons, balloons, and ads promoted the theme of our campaign: **"Help your children: Support America's educators."** Clowns, acrobats, mimes . . . and educators . . . joined together to create a lively focal point for the start of our campaign.

New Horizons

In keynoting the celebration, James Conway, Mayor of St. Louis, reminded us that the beautiful Gateway Arch "symbolizes new horizons. You, too," he told the gathering, "deal with new horizons. You open to our children the many wonderful horizons that accompany the ability to read the printed word, to comprehend its meaning and to interpret its significance . . . It is only a literate, understanding society that can recognize the interdependence of all the earth's peoples and reconcile the varied material and spiritual needs of the individual."

The mayor acknowledged the difficult task faced by educators, "one you perform under conditions that are sometimes less than ideal. With the press of day-to-day activities, your great contribution is too seldom acknowledged. There is no doubt that we owe a great debt to you for your dedicated hard work and for doing this very difficult job with such great success."

Remarkable Results

Dr. Robert Baker, President of Ginn and Company, spoke of studies "that point to the success of our system, that show how good our teachers are. A comparison of students in 16 industrialized countries placed U.S. students at or near the top in literacy and mathematics. On a test of reading comprehension and interpretation, American 14-year-olds were edged out only by New Zealand and Finland. Because the United States is one of the few countries in the world that attempts to educate all children, regardless of social or economic status, these results are truly remarkable.

The theme of our campaign, **"Help your children: Support America's educators,"** is aimed at both parents and politicians, who, with educators and publishers of educational materials, are partners in this significant endeavor. We hope to offset the distorted image presented by the very vocal critics of our schools, and create an environment where we can all work together in an atmosphere of mutual respect and trust, to provide quality education to every child in the nation.

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The Zoo Connection

Does a bat have feathers? Do snakes have teeth? How fast can a zebra run?

Students might find answers to these questions at their local library or in their science textbooks, but they can also find answers through their own firsthand experiences. Many are doing just this by studying wild animals at their local zoos.

Activities at zoos throughout the country have teamed classroom teachers with wildlife experts to capitalize on the natural bond most students seem to have with animals. Through zoo activities, students are discovering the answers to their most basic questions about animals and finding experiences that challenge their thinking, give them insights into the world of nature, and stimulate them to further study.

Elementary teachers are often the ones who initiate such connection with the real world of zoos. A recent study of elementary teachers in the Chicago, Illinois, area revealed, however, that some feel they lack background in zoo-related science areas. Some teachers who responded to this survey also expressed their lack of ease when attempting to incorporate a field trip to the zoo into their curriculum at school.

The findings of the Chicago area survey apparently reflect the feelings of many elementary school teachers across the country. As a result, teachers appeal to zoos for help. What they discover is that most zoos have education programs that are ideal for elementary school students.

Zoo Animals: A Closer Look, a program that provides materials and lessons for fourth grade teachers and practical experiences for their students, was developed by the National Zoological Park Education Department in Washington, DC. In this program, students have an introductory lesson in the classroom and then visit the zoo one morning a week for five consecutive weeks. The zoo provides trained volunteers to help students focus on special features and behavior of animals. Another important aspect of this program is the in-service course work for teachers—workshops that help them teach science in the classroom.

One key to teachers' connections with zoos is the growing number of professional zoo educators, who design programs to supplement classroom studies, build basic concepts, and train classroom teachers to use the zoo experience effectively. Many zoo educators give workshops for teachers.

At the Sedgwick County Zoo in Wichita, Kansas, teachers combine forces with the education curator to develop materials for students and other teachers. The materials contain five teaching modules that focus on such topics as predator-prey relationships, endangered species, animal adaptations, ecology, and camouflage. The activities are interdisciplinary and are incorporated into schools' existing programs.

At the Lincoln Park Zoo in Chicago, full-time professional instructors and 100 volunteers work closely with classroom teachers to design programs for class visits to the zoo. Teachers can choose from a variety of programs. One such program involves special classes for students in grades one through 12. The topics include animal classification, zoo babies, night prowlers, primate biology, predator-prey relationships, bird migration, and environmental issues.

Zoo instructors introduce basic concepts such as interdependence and the role of zoos in society.

At the zoo, students participate in discussions; watch film and slide presentations; and handle such things as skulls, feathers, and skins. Students

By JUDITH R. KOLAR
Curator of Education, Lincoln Park Zoological Gardens, Chicago; Former Elementary School Teacher and High School Learning Disabilities Teacher.

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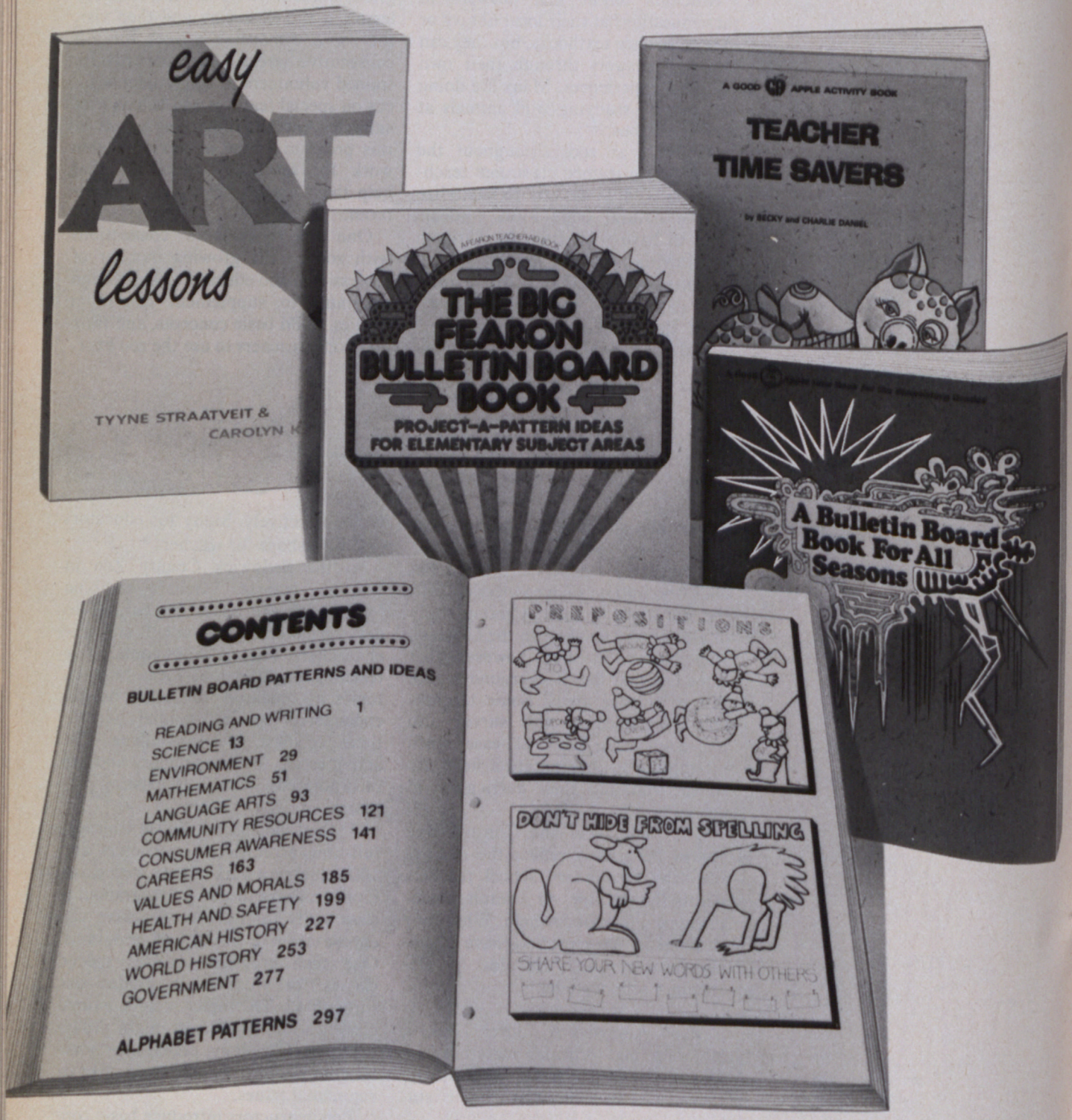

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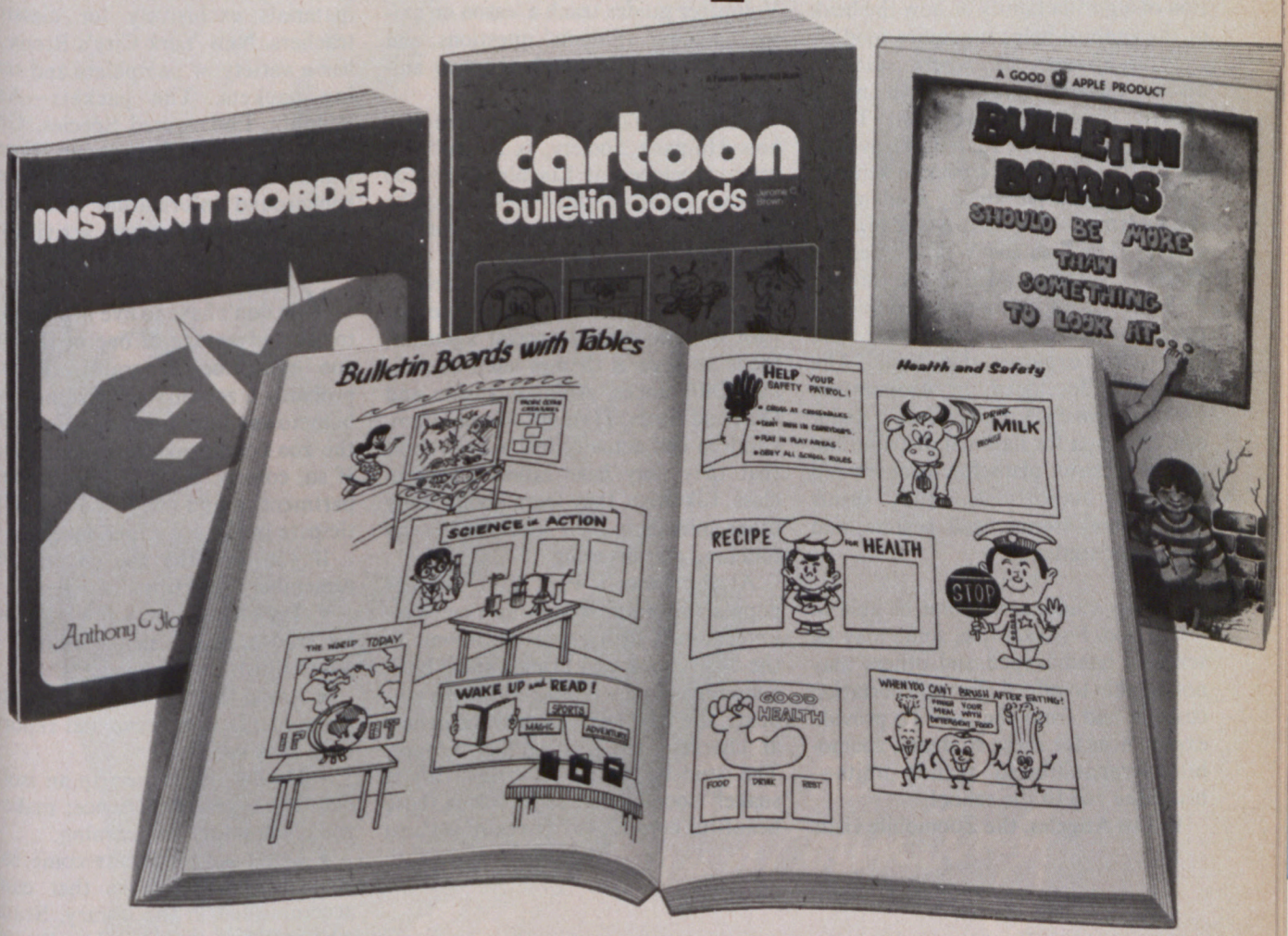

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hold small animals and closely examine their features. They visit animal exhibits to observe, for example, the interaction of a gorilla family or how the beak of the sunbird helps it acquire food.

Wrap-up sessions, where students discuss their observations with animal experts, conclude the zoo visit. These sessions provide the students an avenue for further study once back at school.

A popular topic among students in the intermediate grades is endangered species. The Fish and Wildlife Service of the U.S. Department of the Interior at Twin Cities, Minnesota, funded a program—Dinosaurs, Dodos, and You—that explores this topic. The program, developed in cooperation with Lincoln Park Zoo and now under consideration for national distribution, provides lesson plans for teachers and activities, audiovisuals, study prints with animal stories, wall posters, and games for students.

Many students may not be able to visit a zoo. For example, some may be severely handicapped and others may not be able to afford the transportation costs to and from the zoo. To provide experiences for these students, zoomobiles—rehabilitated trailer units—bring the zoo to the school.

In Los Angeles, the Zoomobile visits city schools regularly throughout the school year. It houses various birds, reptiles, mammals, and amphibians. Volunteer guides teach a lesson on animals, answer students' questions, and allow students to touch the live animals.

Hands-on Zoo, funded by the Illinois Humane Society, is a new program developed at Lincoln Park Zoo for the partially sighted and blind. The program provides kits that contain touchable items, tape cassettes with animal sounds, stories, and guidelines for teachers. The kits, available for loan to schools and special agencies, focus on several themes such as Animal Differences, Animals Inside and Out, and Birds. Through this program, children can actually feel a live rabbit that they may have talked about in class. Likewise, they learn about many other animals in their special way—by touching and listening.

At the Lincoln Park Zoo, another popular program is Zoo-to-You. Volunteers visit fifth grade classrooms in the city schools and bring a small bird, a mammal, and a reptile. With the students, the volunteers discuss the general characteristics of animal groups. The students' cries of "Eek! It's a snake!" soon change to "Look at those beautiful colors" or "It really isn't so cold and slimy."

Finally, personnel in zoo education programs frequently produce resource materials exclusively for classroom teachers. New York City's Bronx Zoo has a variety of pamphlets and teaching packets. The packets—Asia's Wildlife, Endangered Species, Grasslands, Deserts, Deciduous Forests, Rainforests, and Wetlands—provide background information and include posters for display and activities for both classroom and zoo.

You don't have to live in a large city to take advantage of one of the many zoo education programs. There is probably a zoo of some size near your hometown. Interested now in making the zoo connection with your school? If so, contact the zoo's education department to find out how you can participate in the zoo experience.

If you visit the zoo on your own, remember these tips:

- Try to focus on a few main ideas for students and use the animals you see to illustrate the concepts.
- Avoid fact-filled lectures; instead, get students to observe and report on what they see.
- Do not make the trip an isolated one-time-a-year experience; make the zoo a laboratory for learning.
- Don't have students come to the zoo to work on tasks that can be accomplished in the library. Students who spend all their time reading signs and labels to answer questions on assignment sheets are looking everywhere but at the animals, where their attention should be focused.
- On the other hand, provide students with some structure for the observations of animals. For example, make a simple chart. List features of animals such as feet, body coverings, and other adaptations on one side of a sheet of paper with space for students to record their observations on the other side of the paper.

Today's children will soon be making decisions that will affect our environment. Their opportunities for contact with wildlife are limited. The zoo, though, can provide direct experiences for them that will increase their understanding of wildlife and the environment. The zoo connection is one that you cannot afford to miss. □

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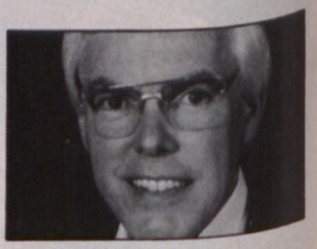

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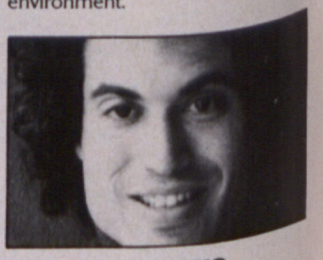

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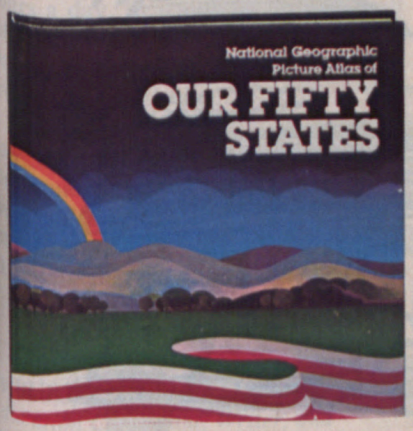

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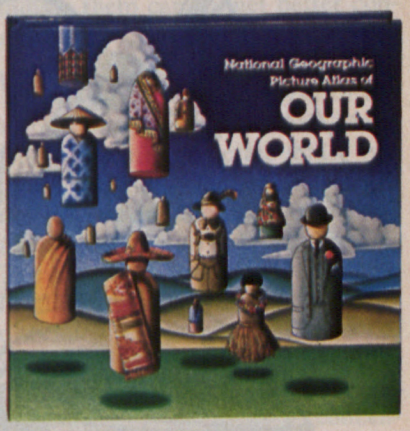

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SOS

TEACHER TIME-SAVERS

There *is* a solution to the teacher energy crisis. But it's not burnout, time out, or drop out. *Out's* of a different sort—the ones Alma Mater rarely taught—can restore energy reserves by helping teachers manage time more effectively.

These *Six Outs for Survival* (SOS) show the way to work smarter, not harder. Here's how.

P*sych Out: How can our personalities affect our use of time?* When teachers are asked to identify what wastes their time, the top 10 tumble forth: discipline; meetings; kids who don't listen; tests; attendance-record keeping; special classes; field trip permission slips; evaluations; loudspeaker interruptions; and papers.

These are all legitimate concerns. But how we as individuals cope in today's school environment can affect our teaching and our sanity. One way of restoring our energy supply is by looking at our own internal mechanism and individual behavior patterns which may determine how we use the one resource we all have in common—24 hours a day. Learning to use our own internal forces wisely is the crux of many self-help, time management, and preventive health theories today.

Few people, for example, consider how they themselves are responsible for squandering time. Instead, people—and teachers are no exception—may blame others, consider their own situation the exception to the rule, make false assumptions, fail to organize, and so on.

Let's look first at what are known in transactional analysis as *drivers* and then at how our various personalities might manifest themselves at school.

What are *drivers*? They are messages people have recorded, consciously and unconsciously, since childhood—from parents, classmates, friends, neighbors, teachers, clergy, television, and magazines. Drivers exert powerful influences over one's life. They tell us to "be perfect," "try hard," "please me," "hurry up," and "be strong."

Usually one message wields more influence than another; that's the primary driver. We need to capitalize on its strengths and to brake any negative tug. Below are examples of how the basic drivers manifest themselves in personality types.

"The Perfectionist." To someone who wants everything to be just right, the width of the margin on a composition paper can become more important than the message.

"The Plugger." Sometimes a teacher lumbers through a lesson even though it is clearly dragging and most students simply aren't getting it. A lack of shortcuts and alternatives to a lesson can devour hours.

"The Pleaser." The teacher who helps colleagues with the science fair, lunch duty, extra work sheets, and a ride home is obviously considerate but may never get personal tasks accomplished.

"The Hurrier." A teacher may grade a mountain of papers in 23 minutes but glide over major concepts and dole out hasty, last-minute assignments. This may lead to student failure and teacher doldrums.

"The Unruffled." A teacher may feel that appearing emotionally strong and unaffected by what others think is an asset. A sphinx-like bearing, however, may inhibit students and coworkers from asking questions that could clarify misunderstandings.

Thus a particular driver can either further or hinder efforts to manage time better. That choice lies with the individual—with his or her honesty, openness, and desire to change.

In addition to drivers, personality traits can limit effectiveness. Following are some that cause difficulties on the job:

- Reveling in having too many things to do, rather than planning how to get the important ones done
- Finding a scapegoat for every failure
- Fearing to try anything new
- Blaming difficulties on "hard times"
- Confusing chaos with creativity
- Hiding behind long words
- Bearing a grudge.

Now everybody, at one time or another, has shown some of these traits. The danger lies in allowing the negative traits to rule all of the time. Only by acknowledging those predominant negative traits and working to eliminate them can we get better control of the clock and of ourselves.

W*eed Out: How to get rid of the minutiae choking our paths?* Many business executives operate under two major assumptions. These also apply to education and are known as the *Pareto Principle* and *the activity trap.*

The *Pareto Principle* was named for Vilfredo Pareto, an Italian economist and sociologist, who lived at the turn of the twentieth century. His principle is that in any group of items, 80 percent of the value of the items is concentrated in the 20 percent that are most important.

Here is how it operates in school:

- Eighty percent of the time we call on the same 20 percent of the students.

By **BURTON ALBERT, JR.**
Education Consultant, Writer, and Workshop Leader. Mr. Albert, a former teacher, is currently working with teachers in Connecticut on time management and the teaching of writing. This article is adapted from his book in progress.

• Eighty percent of questions come from 20 percent of the students.

• Eighty percent of the value of a meeting lies in 20 percent of the agenda.

• Eighty percent of memorandums are written by the same 20 percent of administrators.

• Eighty percent of the value of our files lies in the 20 percent we use most often.

• Eighty percent of the value of our daily procedures is concentrated in 20 percent of them.

• Eighty percent of the value of a cluster of skills lies in 20 percent of them.

• Eighty percent of the value of the concepts we teach resides in the 20 percent that are most important.

Effective managers determine which 20 percent of their goals—*the critical few*—will be the most important during a particular stretch of time. They then plan in detail how to achieve the goals.

These executives understand that if they concentrate on the critical few goals, they can achieve 80 percent results. But if they focus on the other 80 percent of goals—*the trivial many*—they achieve but 20 percent results.

To determine which goals are the critical few, successful managers weed out the trivialities that stifle progress.

The second lesson good business managers practice is Beware *the activity trap*. According to George Odiorne, author of *Management and the Activity Trap*:

> Most people . . . become so enmeshed in activity they lose sight of why they are doing it, and the activity becomes a false goal [god?], an end in itself. Successful people never lose sight of their goals, the hoped-for outputs.

To escape the activity trap, ask yourself these questions:

• If I add one more strand to a subject in the curriculum, how will my priorities shift? How will this new component affect my critical few goals?

• Do I teach many discrete trivial skills to the neglect of the critical few?

• Which is primary—a love of reading or a host of reading skills?

• Do I give equal emphasis to every chapter in a textbook?

• What is the appropriate balance between computing and problem solving? Form and content? Process and product?

• Do I unwittingly cling to the view that students must learn the same thing in the same way at the same time?

• To what extent do I believe that frequent testing is effective teaching?

• Do I relate assignments to a critical objective?

Of course how we apply the Pareto Principle and avoid the activity trap will depend on the community, the teacher, and the school. It does not mean teaching only the three R's. It does mean teachers need to plan to teach what is vital to them, their system, their school. In short, the curriculum path need not be the same in all communities. To be selective is not only effective management, but also effective teaching.

Block Out: How can planning lead to learning that lasts?

To plan well (or to block and tackle), both the veteran teacher and the novice need remarkable patience and self-discipline. In fact, we could all consider this advice:

• Realize that detailed planning reduces time for carrying out plans, whereas sketchy planning prolongs execution.

• Write down long-range goals, short-range goals, and immediate goals for the school year, the next month, the coming week, the following day. Within each time frame limit the critical few goals to the "must do's" and "should do's" and relegate the trivia to the "nice-to-do's."

• Do not try goal-setting in a sauna or in a daydream. Etch the goals in black. Writing them directs thinking. It enables you to shift priorities and prevents those goals that are "nice to do" from invading and conquering those you "must do." Then, as you plan each lesson, ask, "How will this task inch me closer to my goal?"

• Shatter the myth that to teach the same basic lesson from year to year in much the same way means you are ripe for the Elysian Fields. Instead, think of each successive performance as an opportunity to hone the basic lesson—to make it more incisive and effective. Then use the time gained for improving sections of lessons that have bewildered more than bewitched.

• Plan lessons at the same time in the same place each day. Guard that block of time like a Doberman pinscher and be adamant about no interruptions.

• Schedule lessons so those requiring the most concentration come first.

• Allow 20 percent of your time to remain "unplanned," so you won't be rattled by Murphy's Law: "If anything can go wrong, it will."

Equally important, set aside time for events you cannot control (an unannounced assembly) and learn to accept the things you cannot change.

• Tell students the purpose of each lesson, set deadlines for discussion, and at the end of a lesson take a brief break. Ask Did we get done what we wanted to do? Did any part take too long? If so, why? How could we have shortened the time? Did we ever get off the track? If so, how could we keep from letting it happen again?

• Delay a skill drill until your confidence meter senses that students have grasped the underlying concepts. Don't assume "once taught, caught."

• Use an oversized folder to file all the materials you need for a particular unit of study, including lesson plans, worksheets, transparencies, and so on. Each year you'll find that you will seldom need these materials except when you teach that unit.

• When a lesson turns into a crisis, review what happened in order to gain insights: Did I begin on time? Did I really understand what I was trying to do? Did I give precise directions? Did I set up checkpoints for myself as well as my students? Did I have contingency plans? Did I do anything that was worth repeating?

• Avoid "the Santa syndrome": spending weeks tinkering with games, manipulatives, and worksheets. Many such instructional tools already flood the market. Time spent on cutting, hammering, pasting, and painting is a prime example of how well-intentioned teachers can be snared by the activity trap.

• Finally, reward yourself for each bit of success.

Watch Out: How can better assignments and directions save time? By establishing priorities, teachers can

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CIRCLE QUICK-ACTION CARD NO. 33

watch out for the kinds and numbers of assignments they give.

First of all, no edict demands that every lesson end with a written assignment. The belief that wielding a red pencil is a chief part of teaching leads straight to the activity trap.

Furthermore, many assignments contribute to papermania because they are based on shaky assumptions:

- That first drafts of reports and compositions are equivalent to final copies and deserve meticulous attention
- That a teacher must correct all papers. Paraprofessionals—if they are available—can scan papers that call for objective scoring. In some instances, the students themselves can mark papers with the teacher diagnosing the corrections.

Successful managers weed out the trivialities that stifle progress.

- That students working in small groups somehow magically know how to tackle individual tasks and evaluate their progress
- That students can automatically transfer skills learned in basic reading lessons to reading in the content subjects, despite the many differences
- That every assignment is of equal importance and demands equal time for review
- That students know how to budget their time and structure their work
- That memorizing strings of facts has significant value
- That copious blank-filling will teach virtually any kind of skill.

By challenging such assumptions and noting the following points of view, teachers can learn to save priceless minutes.

Most of us live in a world where cooperation involves 80 percent of our work. Therefore it might be better for students to model such behavior early. It might be more effective to replace hundreds of individual assignments with fewer, long-range, small-group assignments that have intermediate checkpoints. Planned well, small-group work helps students develop a greater sense of responsibility, commitment, and self-discipline—qualities that can save them and you time in the long run.

All too often, we perform autopsies on every piece of written work. It would be better to diagnose the most critical deficiency of each paper and work on that.

Both students and parents need to realize that not all written work demands comparable review and that the quality of attention each piece receives will depend on whether it represents a "warm-up," a "scrimmage," or a "final game."

After giving an assignment we should ask students: How can you restate the task? What is its chief purpose? What is the best way to do the assignment? Did I use any words you didn't understand? How long should it take you to do the assignment? What will I be looking for as I review your work?

Finally, a teacher needs to talk with any student who completely bungles an assignment. Perhaps the student didn't have the right materials, lacked certain concepts, feared correction, or misinterpreted the directions. Digging to the heart of the problem early can prevent it from compounding itself and eating into time later.

Farm Out: What can others do to free an hour or two? Individual teachers can't do everything. But as good time managers they can learn to delegate.

What tasks should be farmed out? Generally, such tasks include doing routine housekeeping chores, correcting drill sheets, tabulating grade averages, setting up AV equipment, posting bulletin board displays, and maintaining a classroom library.

Moreover, in planning a task, time managers should first think, To whom can I give it? Often the logical answer is to a student or an adult volunteer.

However, lack of time to train volunteers and lack of applicants are often given as reasons for not using volunteers. In all likelihood, these reasons mask fear—fear of losing control of the class, perhaps, or fear of not having the time to work with both volunteers and students.

Yet taking time to train a volunteer or student ultimately means more time for other projects. It also means explaining what expectations there are, making materials available, and allowing for approaches that seem different. The result: more prime time for what's important to you.

Speak Out: When to call for help? Issues of time management need a voice. Let's all be heard—not just at negotiations, but throughout the year. Teachers can speak out through professional journals, school bulletins, and the news media.

Teachers should honestly discuss with their families the demands they face and how they can cooperate to lighten responsibilities.

Teachers whose students outnumber them 35 to 1 can call that fact to the students' attention and brainstorm solutions and trade-offs.

Likewise, teachers can involve principals, administrators, parents, school boards, and bureaucrats. All of these groups must become equally conscious of setting goals and priorities, of wallowing in administrivia, of failing to realize how the critical few goals will shift because of their demands and decisions. In short, let all concerned about education begin to work better together, like a great symphony orchestra, not pick-up bands of soloists.

Most of all, teachers must make individual and concerted efforts to try some of these time-saving ideas—ever wary of the personal behaviors and attitudes that fuel procrastination. □

For further information

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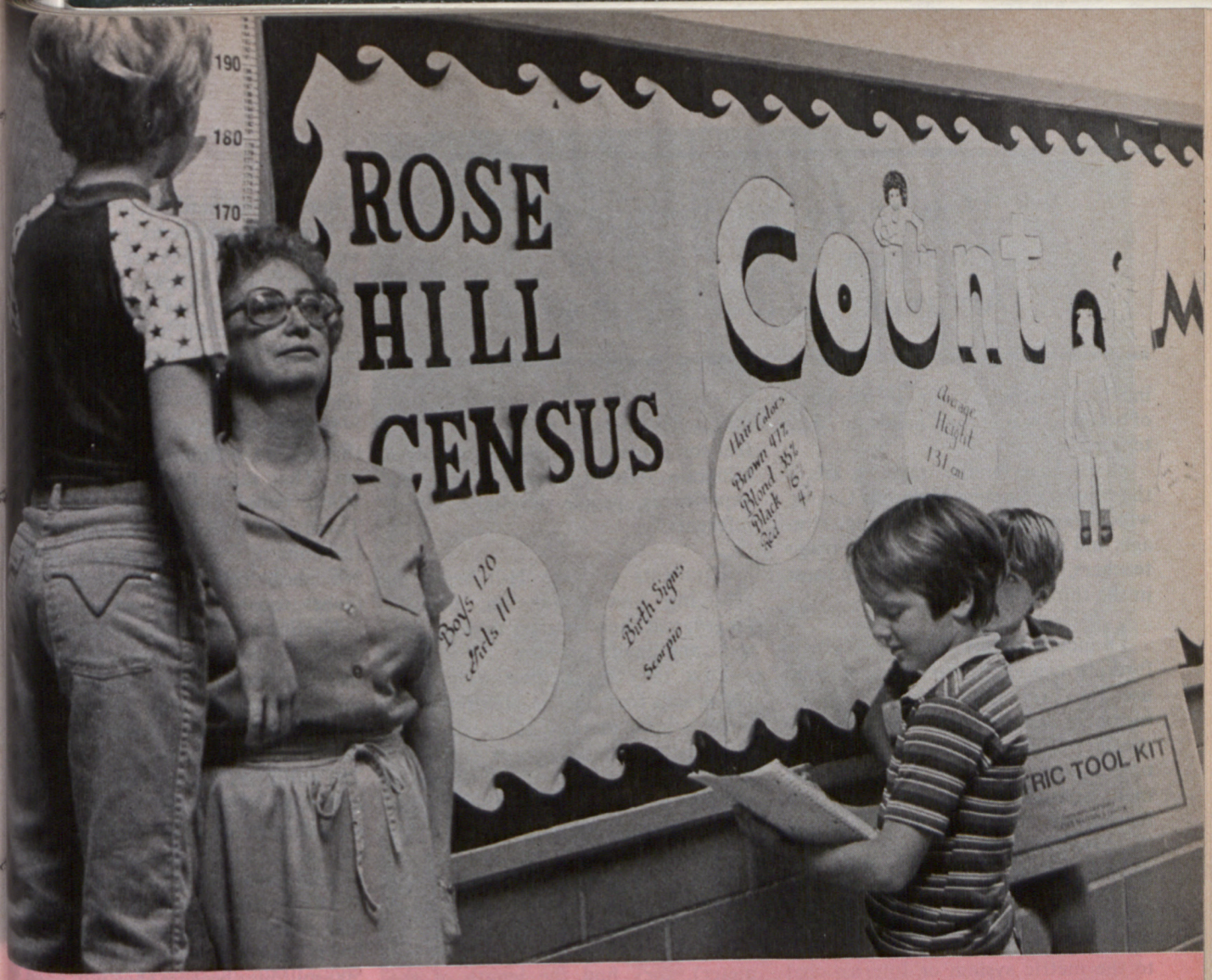
Lakein, Alan. *How To Get Control of Your Time and Your Life.* New York: Signet/NAL. 1974. 160 pp. $1.75.

MacKenzie, R. Alec. *The Time Trap.* New York: McGraw-Hill, 1975. 195 pp. $2.95.

Reynolds, Helen, and Tramel, Mary E. *Executive Time Management.* Englewood Cliffs, NJ: Prentice-Hall, 1979. 174 pp. $4.95.



METRICS MADE MEANINGFUL

How One School District in Virginia Became Bilingual

Elementary teachers in Fairfax County, Virginia, are bilingual—that is, they speak in metric measurements as well as customary, or English, ones. Though they grew up with inches, acres, ounces, and quarts, they now comprehend and favor meters, liters, and grams. They talk metric, do metric, and find themselves comfortable with the whole new-to-them metric system.

It's all been possible because of a districtwide project that puts a comprehensive metrics program into the classrooms of every elementary school in the county.

The Exploring Metric Measurement Kits, as they are known, consist of three cartons of metric measuring devices, games, and student resource materials that are provided to teachers for 12-week periods on a rotating basis. Designed by teachers, the kits also

By PEGGY THOMSON
Free-Lance Education Writer, Chevy Chase, Maryland.

How many grams does a lunchbox weigh? A shoe? An apple? A bite of apple?

include a teacher's guide to a sequence of activities using the "hands-on" materials.

Home base for the traveling kits is the county's Science Materials Center, which handles their scheduling, storage, and repair. The Center also trains teachers, working primarily with those in the third and fourth grades.

Nancy Williams and Doris Rutherford are two elementary teachers who use the program. Both are faculty members at suburban Rose Hill Elementary School. Not only are they now bilingual, they have found that metrics captivates them as well. Yet Rutherford admits she started out as "a person who expected my first liter of milk to taste different."

These teachers believe that students should be ready when the United States will have completed conversion to the metric system or International System of Units. In spite of what appears to be a slowdown in the rush to convert, they believe that metrics is important for young people to know. They also believe that learning metrics should not be a hit-and-miss affair or left simply to math class. Beyond that, they are fascinated by the playful possibilities and permutations; they find endless pleasure in the exercises that go with learning metrics.

"The only thing we avoid," says Rutherford, "is translating. In learning Spanish, you don't think in English and speak in Spanish. The same principle applies in metrics. Teachers must put their old measurements away and try not to convert. They must learn to think in metric units from the beginning."

"Rough comparisons may help adult learners, though," she concedes. "A meter is roughly a little longer than a yard, a liter a little more than a quart. But rather than think of a meter as a yard plus 3 inches, adult learners should remember that 2 meters is the height of a door. They should visualize decimeters and centimeters, too—get a feel for pouring a liter, for holding a kilogram. After a number of concrete experiences, people develop a set of referents."

Students at Rose Hill begin by studying one dimension, usually *length*, and then progress to *area, volume*, and finally to *mass*.

First they make their own tools. Using slats from the kit, children make meter sticks, marked off at 10-centimeter intervals. They mark the intervals in pencil and then in felt tip pen—not too thick, but not too thin, either. With the stick and the paper meter tapes they also make, they measure the length, width, and height of everything in sight—windows, desktops, postage stamps, plants.

With trundle wheels (one click per meter), they find the length of the school corridor or, if they live nearby, the distance home. They use long-handled calipers to measure the diameters of jars and waste cans. At home, children measure the dimensions of family refrigerators, porches, and television sets. On metric road maps, they compute the distances between cities.

Graph paper, marked in centimeter grids, helps students learn the concept of *area*. Children trace around leaves and count the blocks and half-blocks within the border. They then can note: "The leaf covers five squares; its area is 5 square centimeters (cm^2)."

From area, students go to the *volume of solids*. They see that it takes 100 centimeter cubes to cover the bottom of the liter box and 1,000 centimeter cubes to fill it. Ten rows of 10 cubes stacked 10 high equal a liter's volume, 1,000 cubic centimeters (cm^3).

Progressing from the linear unit to the *volume of liquids* is clear and logical. That same liter container holds 1,000 cubic centimeters of water. There is a direct relationship among the units of length, area, and volume. No such relationship exists with inches, square inches, and quarts.

Getting a mental picture of a liter is relatively easy. Children can compare one-liter bottles of various shapes on the supermarket shelf. Many metrically sized containers hold more or less than a liter, however—say, .75 liter or 750 milliliters. Fixing what these sizes look like in students' minds requires considerable sloshing. The task brings out the kit's eight dishpans and its set of graduated metric beakers.

To prove to themselves, for instance, that a liter really contains 1,000 milliliters, students estimate how many 500-milliliter beakers they will need to fill the 1-liter beaker. The dishpans come in handy when the students actually check the accuracy of their estimates. Added practice comes with concocting *liter-ade*—lemonade made according to a metric recipe. In addition, students consult their parents about the capacities of everything from gas tanks to coffee mugs.

Mass, it seems, is a hard concept for people in general—adults or children—to grasp. It takes considerable play with balances and scales to get a feel for mass. In the metric system, at least, there's the direct relationship: A liter of water has a mass of 1 kilogram.

Activities for teaching about mass require students to answer such questions as How many grams does a lunchbox weigh? A shoe? An apple? A bite of apple? How many gram cubes does it take to balance 20 beans on the other end of a coat-hanger-and-carton balance?

Homemade weights can help teach about mass. Children can fill bags or

NEA Resolution on Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels.

cartons with modeling clay, stones, or sand, so that they weigh exactly 20 grams, and label them *20 g*. They can then take the containers home and return with lists of objects weighing *more than, less than,* or *the same as* their ad hoc measuring standards.

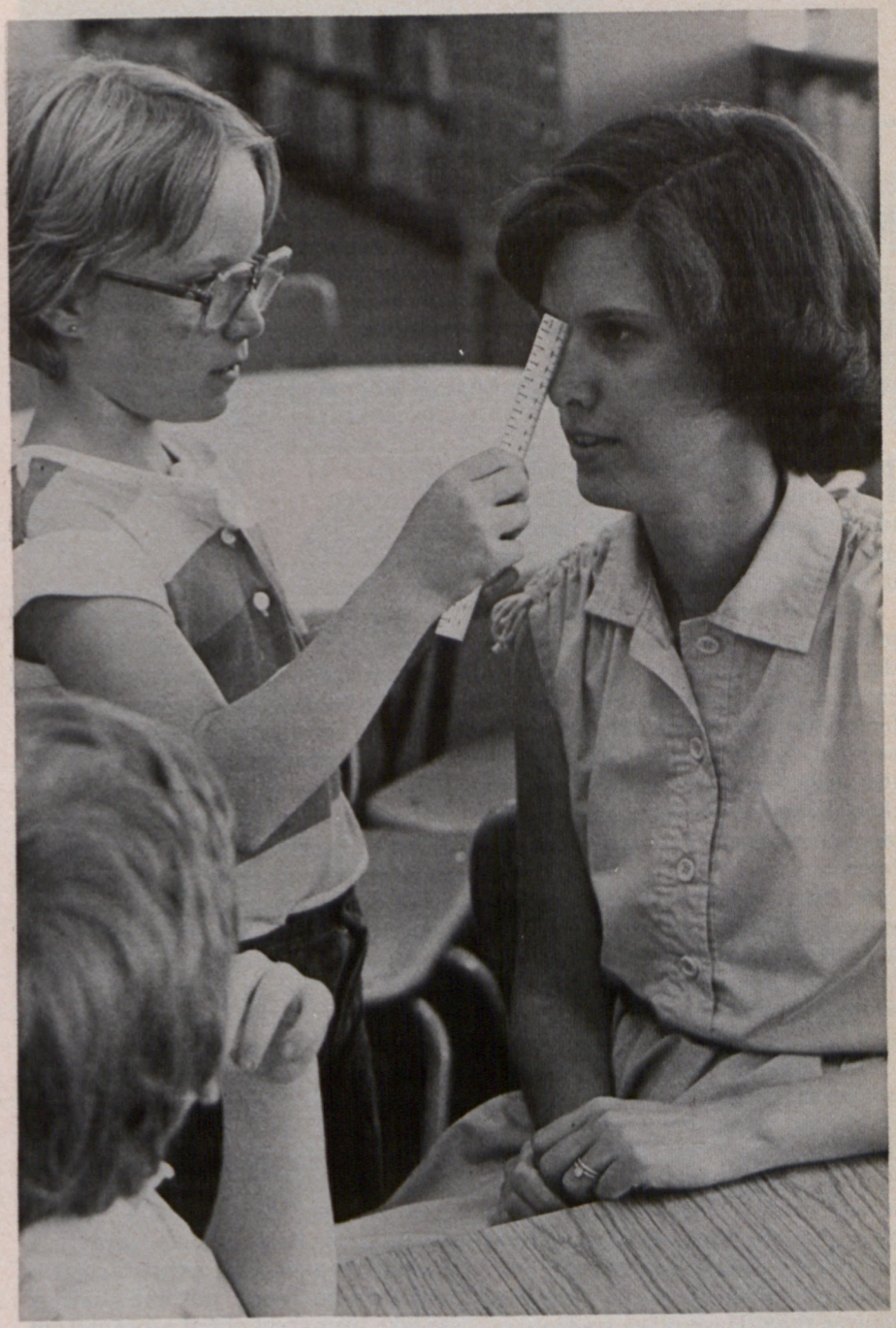
In primary classrooms, youngsters pinch the clay lump into the shape of a boat, a man, or a snake, and find that changing the shape doesn't alter the mass.

It is not only effective classroom teachers who make the Fairfax County program work. Administrators and specialized teachers play their roles, too.

For example, when he was principal at Rose Hill, Douglas Dalton, a metrics enthusiast, expected teachers to start the school day with math problems involving metric units. Dalton incorporates metrics into the school camping trip by having students measure tree circumferences and use a clinometer for estimating angles of elevation.

Similarly, physical education teacher Gladys Thomas tests students twice a year against the standards of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and the President's Council on Physical Fitness and Sport. But while the AAHPERD/Presidential awards are still based on measures in inches, feet, and yards, Thomas says, "Our Spring 1981 field day will all be done in metric—the shot put, the discus and softball throws, jumps, dashes. It will pay off in student learning. Even now, when I ask children who are able to do the 100-yard dash to do the 100-meter, they tell me, 'I can't run that far.' They know it's farther."

On parents' night, teacher Nancy Williams has children impart metrics skills to their elders. She has confidence enough in her pupils to let them take over. They weigh and measure all parents who are willing subjects. They also teach the basics and pass along the easy referents as well: A nickel weighs 5 grams, 2 jumbo paper clips measured from end to end are 1 decimeter long and 1 centimeter wide, the wire they are made of is 1 millimeter in diameter.



From my observations, the Rose Hill program seems typical of Fairfax County's approach to teaching metrics. If that's the case, then Fairfax students will be ready to encounter the metric system not only in upper-grade science classes but in the world outside the classroom—where metrics will soon be the dominant measuring system. These young people are visibly comfortable in their metric literacy. □

NEA Publications on Metrics

Metrics for Elementary and Middle Schools. V. Ray Kurtz. 96 pp. 1978. (1714-5-OF) $4.50.

Metric Education. A *What Research Says to the Teacher* report. 32 pp. 1976. (1040-X-OF) $1.

Order from NEA Distribution Center, Saw Mill Rd., West Haven, CT 06516. Enclose payment for orders under $10.

METRICS MADE MEANINGFUL

How Two Teachers in Iowa Teach Metrics with Games

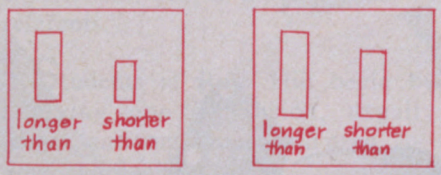
In our work with elementary students, we have used many activities for teaching concepts of metric measurement. Included in this article are some of those we like best.

Making Comparisons. A skill that is prerequisite to learning to measure is the ability to compare things of different size. Some kindergartners can differentiate between lengths if they see two objects side by side. The following two hands-on experiences will help them learn the concepts and vocabulary appropriate to describing such differences.

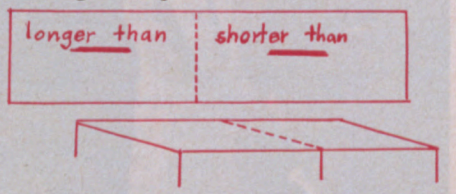
● *Activity.* Ask one child to give you two different blocks. Ask the class how the two blocks differ. If the two blocks are the same color, the same width, and the same depth, the discussion is likely to focus on their length.

In describing the blocks, students use terms such as *big* or *long, small* or *short.* Agree that one block is *longer than* the other block. Then point out that the children can also describe the second block as *shorter than* the first block. Lay the two blocks on newsprint and trace around them with a crayon. Label the tracings *longer than* and *shorter than.* Have other students repeat this activity, using different blocks. Hang all the completed sheets of newsprint near the block storage area. Make extra newsprint available nearby so the children can continue this activity on their own.

By JOAN MEYER DUEA and C. DAVID CHRISTENSEN
Elementary Teachers, Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls.

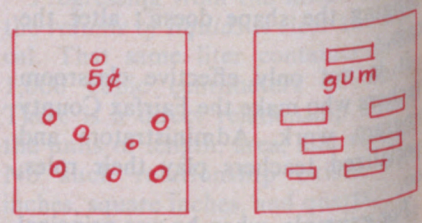


● *Activity.* Divide a large bulletin board in two, labeling one space *longer than* and the other space *shorter than.* Have the class divide into pairs. Give each pair a new, unsharpened pencil and ask them to bring you at least one thing in the room that is longer than their pencil and one thing that is shorter. Tape the objects to the board in the proper space. A table in front of the board can accommodate items that are too large to tape to the board.



● *Activity.* As an activity in comparison for third graders, give each student six squares of assorted colored construction paper. Ask the students to take their sheet of red paper and cut a circle from it about the size of a nickel. After allowing ample time, direct them to cut from the green square a rectangle that is about the size of a stick of gum. Have them cut additional shapes from the other squares. Ask the children to compare their cutouts, trying to elicit such observations as "My bottle cap is bigger than yours" or "Your playing card is about as wide as mine."

Ask the students how they can be sure the sizes are accurate. Have them compare the models with the real objects by fastening both to a chart. Even though the students are familiar with these common objects, the comparison is likely to show that they have not yet developed mental pictures that allow them to reproduce the objects with much accuracy.



Introduce into the discussion the possibility of students' making models that are closer to the size of the originals. One student might think it helpful to see the actual object before beginning to cut the model. Another might suggest handling the object first, while others might say the only way to get the model right is to trace around the original object.

Several proposals will probably stress the importance of hands-on activities and the need for visual referents, such as objects of similar size or standard measuring devices. These conclusions will be useful to students as they move to the next step in learning to measure—using standard units of measure.

Using standard units of measure. As children learn to describe objects in their environment in comparative terms, they will recognize the need for a standard unit of measure. We have introduced the meter, decimeter, and centimeter as our sequence of teaching metrics to students. The following activity for first graders will help them recognize the need for a standard unit.

● *Activity.* Make a pair of measuring strips by sticking two lengths of masking tape—one longer than a meter and the other shorter than a meter—on a piece of brown wrapping paper and cutting them out. Ask the students how wide the classroom is. After getting responses that will probably range from "really wide" to "about 100," hold up the two tapes and

k for two pairs of volunteers to mea-
re the width of the room.

Give each pair a strip and have both
airs measure the room and report
eir results. The two answers will be
fferent. Ask the students why the
easurements are different. Suggest
at the two pairs trade tapes and mea-
re the width of the room again. By
is time, the students should be ask-
g questions about the tapes. They
ill want to compare their lengths.
hen they discover that these are not
e same—that they have been
ricked"—help them reach the con-
usion that it is necessary to use the
me length of strip each time they
ke a measurement or the results will
ffer from one time to the next.

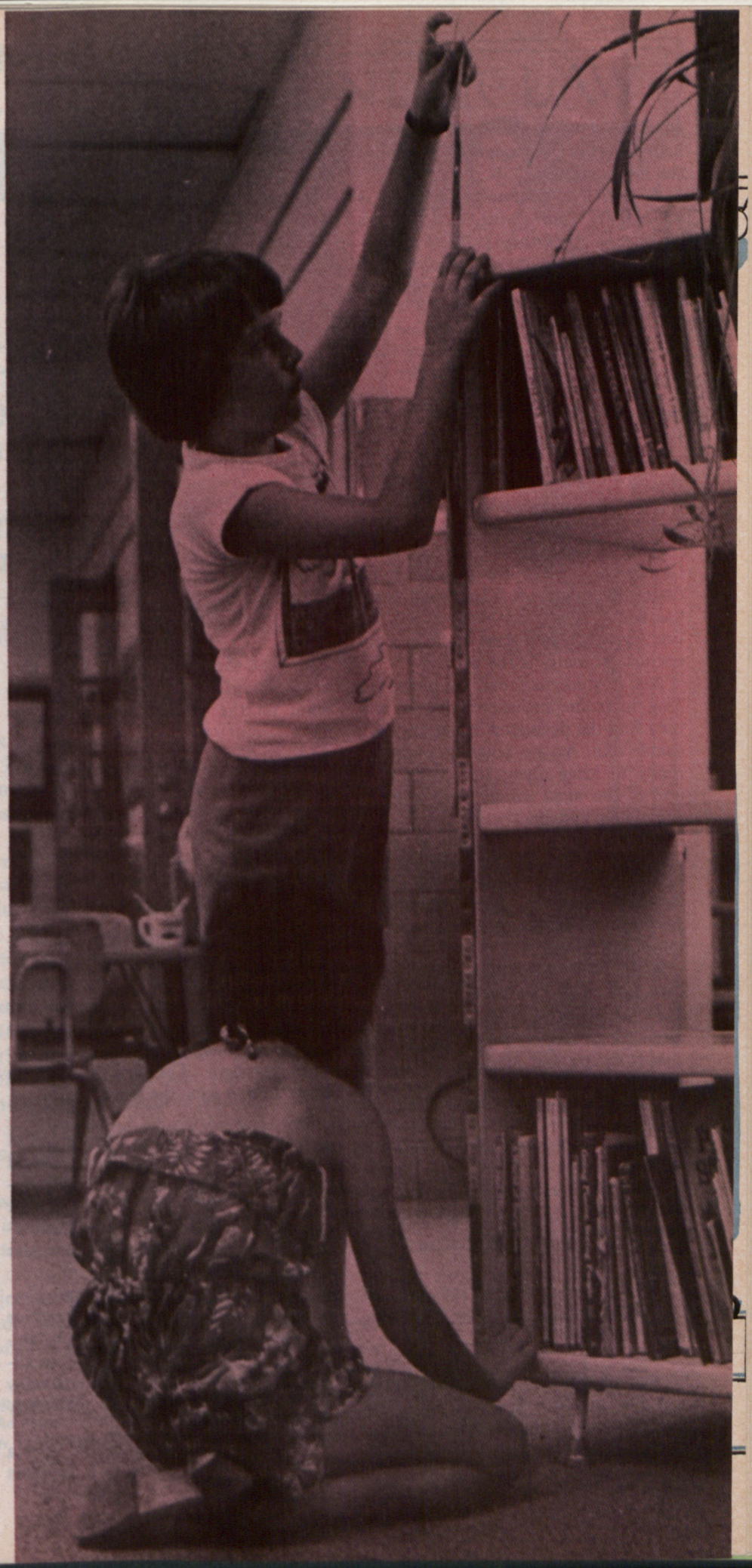
Hold up a meter stick and tell stu-
nts that this is the unit of measure-
ent they will be using. Using mask-
g tape and paper, children can then
ake their own copies of the meter
ick and label them with the symbol
r meter (m).

Activity. A scavenger hunt is an
cellent activity for providing young-
ers with the experience necessary to
velop referents for or mental images
any standard unit.

In a Meter Scavenger Hunt, give
cond graders meter strips and tell
em to find objects or distances in the
assroom that are *about* one meter
ng. After they have been making
mparisons for 10 minutes, have them
are their findings.

They may find that the distance
om the floor to the knob on the door
about a meter; that the length of the
diator and the height of the bulletin
ard are *about* a meter. Each time
ey mention a new object, reinforce
e desirability of using the term *about*
hen describing the measurement.
his will underscore the fact that no
easurement is exact.

As students continue making meter
easurements, they will quickly devel-
p a need for smaller or shorter units
measure. We believe in introducing
udents to the decimeter at this point,
ven though it is not a commonly used
etric unit. Aside from providing a



smaller unit of measure, the decimeter helps develop the "tenness" concept of the metric system.

● *Activity.* Decimeter Decision is an activity that gives third graders practice in using their skills of estimation and at the same time helps them build a referent for the decimeter (dm).

On the chalkboard draw 13 line segments of varying lengths between 1 dm and 10 dm. Label these segments $\overline{AB}$, $\overline{CD}$, . . . $\overline{YZ}$. Divide students into three teams and assign a different colored piece of chalk to each team.

In this game, teams take turns identifying a line segment by its endpoints, then estimating its length in decimeters. Team members confer before making an estimation. Then they write the estimate with their colored chalk under the segment. After each team has had a turn, students measure the line segments. The team with the most correct estimates is the winner.

Just as students found the meter too long for some measurements, so will they find the decimeter is not always a usable unit. At this point they may be ready to learn about the centimeter, one of the most widely used units in the metric system.

By the time most students are eight years old, they have the number and numeration skills necessary for introduction to the centimeter. Following are two activities to help them develop fluency in its use.

● *Activity.* Have the class divide into pairs and give each pair a plain sheet of paper. Ask them to make it into a bingo card by drawing a grid five spaces square and marking the center box *Free.* Direct them to write randomly all the numbers from 1 to 24 in the boxes.

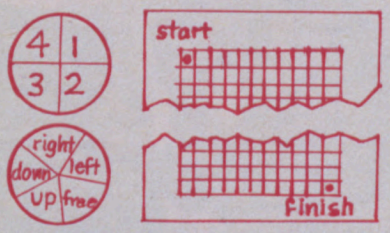
18	7	11	21	1
5	19	2	24	15
17	12	Free	22	9
8	20	6	13	3
4	14	23	10	16

As soon as they finish their cards, tell the students to work with their partners to find objects that are from 1 to 24 centimeters long. As they identify an object of a specified length, have them write its name in the correspondingly numbered box. The first team with a bingo wins.

In watching students work, teachers will find that some partners measure anything, while others look for an object of a specific length that will fill an empty box that stands between them and a bingo.

● *Activity.* Divide the class into pairs and have each pair make two spinner discs out of cardboard. They should divide one disc into four sections and label them *1*, *2*, *3*, and *4*. They should divide the other into five sections and label them *Up*, *Down*, *Right*, *Left*, and *Free*. Students can turn each disc into a spinner by placing a thumb tack under the center of the disc and pushing it up through the disc into the eraser on a pencil.

To play the game, each student takes a sheet of centimeter graph paper and writes *Start* at the top left corner and *Finish* at the lower right. Each also needs a marker to move from point to point on the graph paper when the game begins.



Each partner in turn spins the spinners and moves the number of centimeters in the direction indicated. A land on *Free* permits a move in any direction. If a move would cause a player to go off the grid, he or she takes no turn. The first student to reach *Finish* wins the game.

Once these units of measurement have been introduced, students should use them regularly. A schoolwide commitment to teach and use the metric system is a necessity. Two measurement activities that involve the entire school follow.

● *Activity.* A simulated jogging exercise provides students with practice in reading map distances and in converting meters to kilometers. At an all-school assembly, ask the elementary classes to vote on the city or place they would like to visit.

Once the destination is set, have a committee of students and teachers make a map display of the best route. Have another committee rope off a jogging track around the playground and measure its length to the nearest meter. Then during recess periods, students will jog around the track. A record keeper will tally complete circuits. After recess, each class should turn in to a central recorder the total distance members ran, expressed in kilometers. On the display map, the silhouette of a jogger should be moved along the number of kilometers all the students ran that day. Excitement will mount as the jogger nears the destination.

● *Activity.* A Metric Field Day is a good end-of-year activity for all students. Naturally, all measurements will be made in either centimeters, decimeters, or meters, with students recording the information. Include the high jump, standing long jump, discus and javelin throws, and shot put. Use substitute equipment—for example, a Frisbee instead of a discus; a meter stick instead of a javelin; a Nerfball in place of the shot. Have relays and dashes, including a kilometer shuttle relay (with each student running 50 meters), a 10-meter dash, and a 50-meter dash.

The chart below lists the most appropriate unit of measure to use for each event.

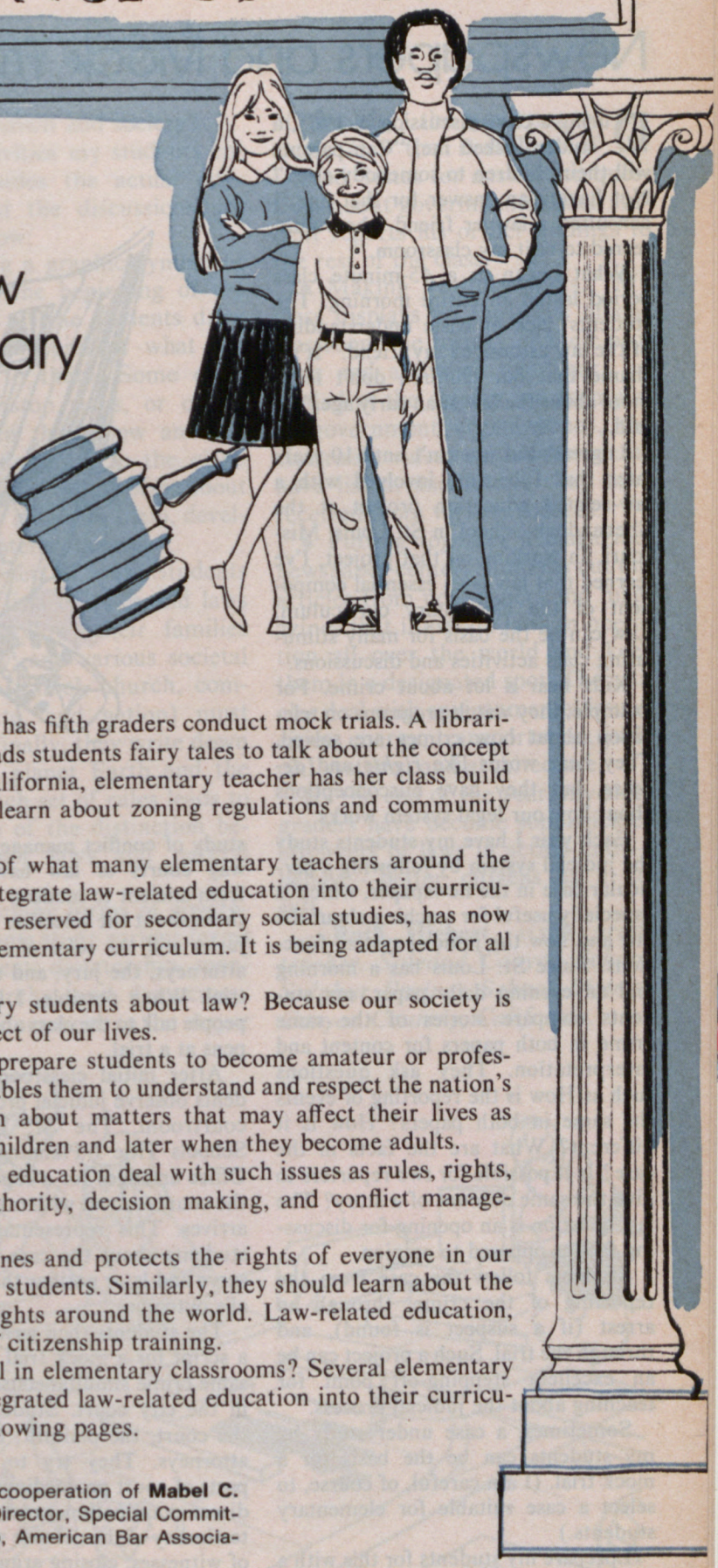
Event	*Unit of Measure*
High jump	cm
Standing long jump	dm
Discus (Frisbee) throw	m
Javelin (meter stick) throw	m
Giant step	cm
Shot (Nerfball) put	m

Another activity that students enjoy is a Measure Me center, where they can get up-to-the-minute measurements in centimeters of their various bodily dimensions, such as their height and stride.

The day gives students a chance to put their metric measuring skills to work and at the same time enjoy working in their outdoor classroom.

Just as measurement should be taught at all grade levels within the school, it is imperative that it be integrated into all areas of the curriculum, *not* taught just for its own sake. A multidisciplinary approach throughout the school will show students that metric concepts and ideas are tools for learning. □

EQUAL·JUSTICE·UNDER·LAW·



What! Kids Study Law in the Elementary Grades?

Yes! Teachers nationwide are building law-related education into their curriculums.

A teacher in St. Louis, Missouri, has fifth graders conduct mock trials. A librarian in Annapolis, Maryland, reads students fairy tales to talk about the concept of *fairness*. A Canyon Country, California, elementary teacher has her class build models of entire cities in order to learn about zoning regulations and community codes.

These are only three examples of what many elementary teachers around the country are doing to successfully integrate law-related education into their curriculums. Law-related education, once reserved for secondary social studies, has now become an acceptable part of the elementary curriculum. It is being adapted for all grade levels and subject areas.

Why should we teach elementary students about law? Because our society is based on laws that touch every aspect of our lives.

Law-related education does not prepare students to become amateur or professional lawyers. Rather, it simply enables them to understand and respect the nation's system of law. It informs children about matters that may affect their lives as citizens, both now while they are children and later when they become adults.

Elementary classes in law-related education deal with such issues as rules, rights, responsibilities, justice, power, authority, decision making, and conflict management.

Understanding how the law defines and protects the rights of everyone in our multicultural society is essential for students. Similarly, they should learn about the role of law in protecting human rights around the world. Law-related education, then, is an important component of citizenship training.

What kinds of projects work well in elementary classrooms? Several elementary teachers who have successfully integrated law-related education into their curriculums describe their work in the following pages.

This feature was prepared with the cooperation of **Mabel C. McKinney-Browning,** Assistant Staff Director, Special Committee on Youth Education for Citizenship, American Bar Association.

Newspapers and Mock Trials

During a class discussion in 1965, a student asked me, "Can parents will their children to somebody else?" Not having an answer for that one, I consulted a lawyer friend who volunteered to visit my classroom.

What began as a 45-minute class period lasted an entire morning. The students' lack of basic understanding of the law astounded my friend. "It's a shame that our children don't learn more about the law at an early age," he said.

I agreed, but it wasn't until 10 years later that I became involved with a law-related education project at the Shenandoah School in St. Louis, Missouri. In working on that project, I've learned that law is an essential component of the elementary curriculum. Law can be the basis for many stimulating class activities and discussions.

Kids hear a lot about crime. For example, they watch programs on television about how crimes are solved. They hear words like *rights* and *defense*, but they have misconceptions about how our legal system works.

Each year I have my students study the judicial system by following a particular case in the newspaper, which is especially useful for teaching about the law and how the judicial system functions. Since St. Louis has a morning and an evening daily paper, my students compare stories of the same crime in both papers for content and interpretation. They ask questions such as How is the reporting of events the same in both papers? How is it different? What are the facts in the case? Is it possible for two reporters to give the same account of a story? The last question is an opening for discussing fact as opposed to opinion.

Students follow the case from the reporting of the crime, through an arrest (if a suspect is found), and through the trial. Such a project can be an excellent stepping-off point for teaching about the judicial process.

Sometimes, a case under study by my students can be the basis for a mock trial. (I am careful, of course, to select a case suitable for elementary students.)

I prepare my students for this with a study of conflict management and the way courts of law have functioned from ancient to modern times. I teach them about the selection of judges and juries and the roles of the judge, the attorneys, the jury, and the clerk in a trial. When possible, I have resource people talk to the class about what happens at a trial.

After initial classroom study, students observe judicial proceedings in a courtroom. The St. Louis Public Schools Title I Planning and Project Office arranges for a representative of the court to meet with my class when it arrives. This representative tells the students about the case they will observe and later notifies them of the trial's outcome.

The students then write and act out a script for a mock trial based on the same crime simultaneously being tried in the city court. Students represent the court, the plaintiff, the clerk, the attorneys. They try to replicate all parts of court proceedings: statements, direct examination, cross examination, testimony of the defense witness, recall of witnesses, closing arguments, jury's verdict, and the court's judgment.

Third- and fourth-year law students from St. Louis University and sometimes members of the Young Lawyers Section of the American Bar Association visit the class to help my student lawyers prepare their cases. Arranged through the Title I Planning and Project Office, these visits provide important assistance and motivation.

When possible, students compare their trial with the actual trial as it progresses. They compare their verdict with the actual one and discuss the fairness of the decision(s).

This experience helps students to develop both critical thinking and questioning skills while learning basic legal concepts and processes. One of the most important results of this kind of activity is that students learn to weigh both sides of a story before drawing a conclusion. From studying criminal cases—which are usually exciting and therefore motivating—students gain skills that they can use throughout their lives.

—**Kathy Weiss,** *teacher, Shenandoah School, St. Louis, Missouri.*

City Building and Government

"Close your eyes and pretend you have just landed on another planet. You look out at nothing but vast expanses. You want to build a city. What physical structures will you need? What organizations? What laws?"

My sixth grade students create an imaginary city as part of a year-long project called the City Building Education Program. In the process, they learn about the necessity of group effort to reach common goals and about their own environment.

In the classroom, my students build to scale a three-dimensional city 10 to 15 feet square. Their materials are Styrofoam and anything else they choose; they make the space by pushing back desks into clusters that represent parts of city government: city council, zoning boards, and other decision-making bodies. These groups make all decisions that affect the city, including the location of parks, grassy areas, and housing projects.

Our City Building Education Program is an excellent vehicle for teaching law-related education concepts, because it involves students on several levels at once. They learn to question, investigate, refute, and modify ideas. The process makes them better thinkers and therefore better learners.

Sixth graders are capable of examining such concepts as *diversity, freedom, property, responsibility, authority, justice, privacy*, and *participation.*

These concepts, drawn from the Law in a Free Society Series, lead them to ask such basic questions as—

- Who am I?
- Who am I in relation to a small group?
- Who am I in relation to a large organization?
- Who am I in relation to the total environment and society?

Some activities my students engage in besides the actual city-building and the discussions are outlined below:

- Drawing a graphic symbol of the law. At the beginning of the school year, all the students draw pictures that represent what the law means to them. Some draw police cars, stop signs, or courthouses. Then they show and explain their drawings to the class. Finally, the class brainstorms about what the law means to them, developing new interpretations.
- Listing sets of laws. Students write down lists of rules and laws they must follow; their families must live by; and various societal institutions (school, church, community, state, and nation) must adhere to. Finally, they write down laws of the planet Earth and the universe. Each set of rules leads to a discussion of the distinction between human laws and natural laws.
- Researching forms of government. Students study various forms of government: dictatorship, monarchy, oligarchy, and democracy. They sometimes write to the mayor of the city, the governor of the state, and the President of the United States for answers to questions about governments. Each student reports his or her findings to the rest of the class.
- Making "history walls." My class displays on the walls of our classroom the history of their projects and activities that year. Included in the display are examples of government organizations, the classroom rules and laws students have listed, and letters they have received from various sources.
- Putting together a magazine-newspaper center. Students cut out articles from newspapers and magazines that illustrate laws in operation all over the world and keep them in a designated spot. The articles deal with environmental issues, cities, energy, transportation, judicial systems, and architecture.

By the end of the year, my sixth graders have become sophisticated observers of laws in action and—I believe—better citizens as a result.

—Ruth Hiebert, *sixth grade teacher, Soledad Canyon School, Sulphur Springs School District, Canyon Country, California.*

Books and Concepts of Laws For Young Readers

As a media teacher, I use literature to teach law-related concepts. When working with children in the elementary grades, I follow a specific sequence of ideas. First, I introduce stories that show the differences between facts, inferences, and values. Then I introduce stories that focus on the idea of fairness. I use fairness as the cornerstone for teaching law-related concepts, because children develop a sense of fairness at quite an early age. Building on this idea, I then discuss with children decision making and responsibility, usually in the context of their everyday lives. After all of this, the children are ready to consider rights and rules and the need for them in a society.

In developing children's understanding of the difference between facts, inferences, and values, I use *Nothing Ever Happens on My Block* by Ellen Raskin. The main character of the book, Chester Filbert, has decided that *nothing* ever happens on his block. Through the book's illustrations, however, children can see that many things are happening on his block—everything from robberies to parachute jumps.

Children are struck by Chester's obvious lack of awareness. Once they recognize the incongruity between fact and perception, I lead them into a discussion of how accurately they notice their own environment. Through discussion, sometimes with the aid of skits, they become aware of how each of several persons who see the same happening will give a different account of it. They learn, in other words, that how we see things isn't necessarily the way others see them.

To get children to think about fairness, I use stories like Eloise Greenfield's *Rosa Parks* or Anita Lobel's *The Troll Music*. These books can initiate lively discussions on fairness. What is fair? Was it fair for Whites to be able to put Blacks out of their seats on public buses? The children must decide.

An effective story for discussing decision making is *The Judge* by Harve Zemach. It's about a judge who fails to listen to any of the people who are brought before him, each of whom claims a monster is coming. The judge sends them one by one to jail, because he doesn't believe them.

The last person who describes a monster says—

"A horrible thing is coming this way
Creeping closer day by day.
Its eyes are scary
Its tail is hairy
Its paws have claws
It snaps its jaws
It growls, it groans
It chews up stones
It spreads its wings
And does bad things
It belches flame
It has no name.
I tell you, Judge, we all better pray!"

"Liar! Ninnyhammer! Dimwit! Dunce! To jail at once!" says the judge.

Then the monster comes through the door and kills the judge.

Following the reading, I ask the following questions:

- How did the judge in the story make his decisions?
- What did he consider?
- Did he listen?
- What is a judge's job?
- What should a judge consider when he makes decisions?

Books that describe actual community problems that are familiar to children are always useful. One such story that I use in discussing responsibility is *Wump World* by Bill Peet. *Wump World* is full of fuzzy little animals, Wumps, who go underground to protect themselves from invaders from the Planet Pollutus who are recklessly polluting their environment. After the

World Chief of Pollutus and his polluting army have made the air in Wump World completely unbreathable, they leave. The Wumps come out of hiding only to find their world nearly ruined.

Good discussion questions to follow up on this story are What is pollution? Who causes litter and pollution in a community? and Who should clean it up?

After the children and I discuss responsibility, I tell them a story about rights called *Lucky and the Giant.*

It's about a family that lived peaceably until a giant with whom they shared a water supply decided to dam the stream. When the family no longer had access to water, their crops died. The father decided to go to the giant and reason with him, but the giant told him that if he wanted water he must solve a riddle: how to place one foot on the giant's land and one foot on his own land. The penalty for not solving the riddle was slavery.

When the father didn't return, the mother went. The giant told her a different riddle; she failed to answer it and became a slave. Finally, Lucky went to the giant searching for his parents. He ultimately outwitted the giant, made him give the family access to the water, and set his parents free. In the end, Lucky's family shares the water supply with the giant.

Some questions that arise from reading this story are Did the giant have the right to dam the stream and cut off the water supply? Do some people have the right to control other people? How can conflicting rights be resolved? These questions can lead to discussions of law enforcement and civil court procedures.

These are just some of the books I have used to start children thinking about the law-related concepts I have discussed in this article.

—**Jane Anders,** *media teacher, West Annapolis School, Anne Arundel County (Maryland) Public Schools.*

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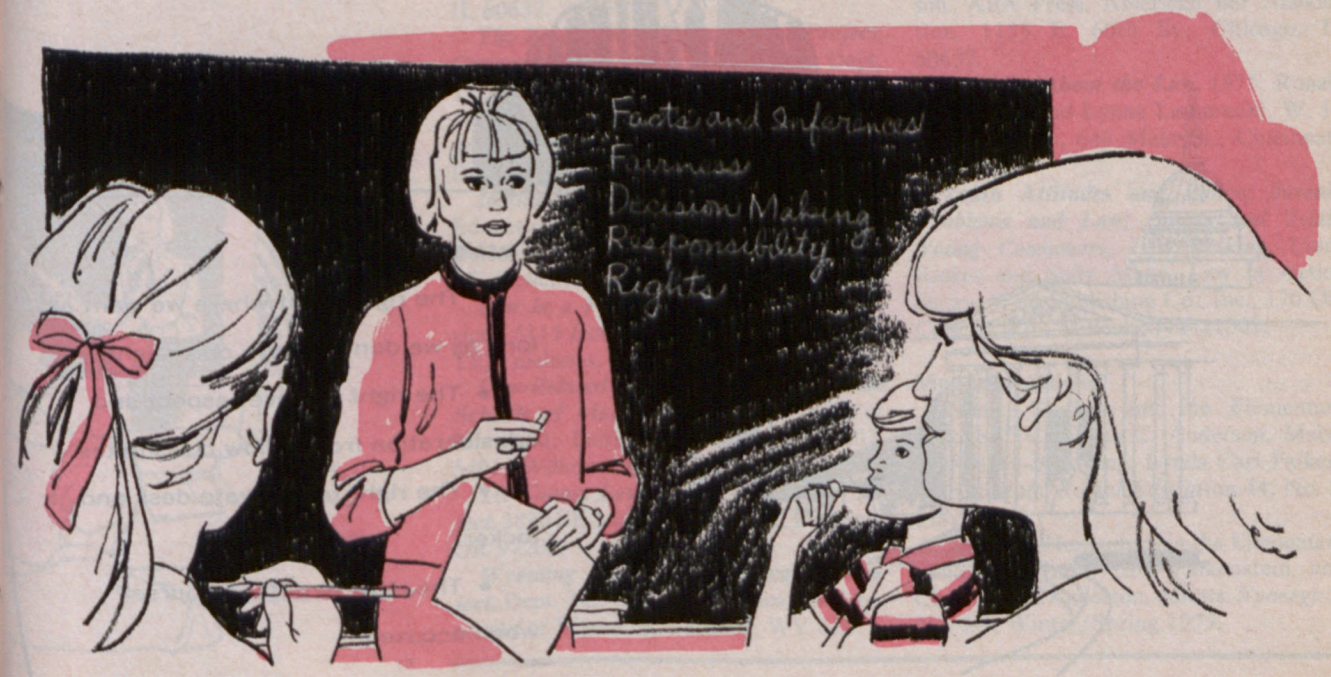


Lawmaking, Courts, and Trials

Law-related education motivates my students to learn their rights and responsibilities as citizens. I teach two three-week units on law during the school year as part of my social studies curriculum. The first unit is on lawmaking; the second deals with courts and trials.

In the unit on lawmaking, I try to teach students about the necessity of laws in maintaining an orderly society, the U.S. Constitution as the basis for the nation's laws, and the structure of lawmaking bodies. To accomplish this, I have students engage in several activities:

One is the Buckle Game, which is based on a game developed by Robert Portune of Cincinnati, Ohio. The Buckle Game is really a series of four games.

In game one, I give students a buckle and tell them to play a game with it. They wonder what to do. Some devise a game. At this point, I state that before they can play a game, they have to agree upon a game plan and devise appropriate rules and strategies.

Game two begins when the students brainstorm rules and strategies. Then when they start to play the game according to their rules, they run into unanticipated problems. Usually at this point, they discover that they have too many rules and that many are in conflict with one another. They realize, then, the necessity for coherence in any system of rules.

Game three begins when I ask the players to pass all the buckles to one specific person, and I declare that person the winner of the game. Of course, the other players challenge my declaration. At this point we discuss fair versus unfair rules.

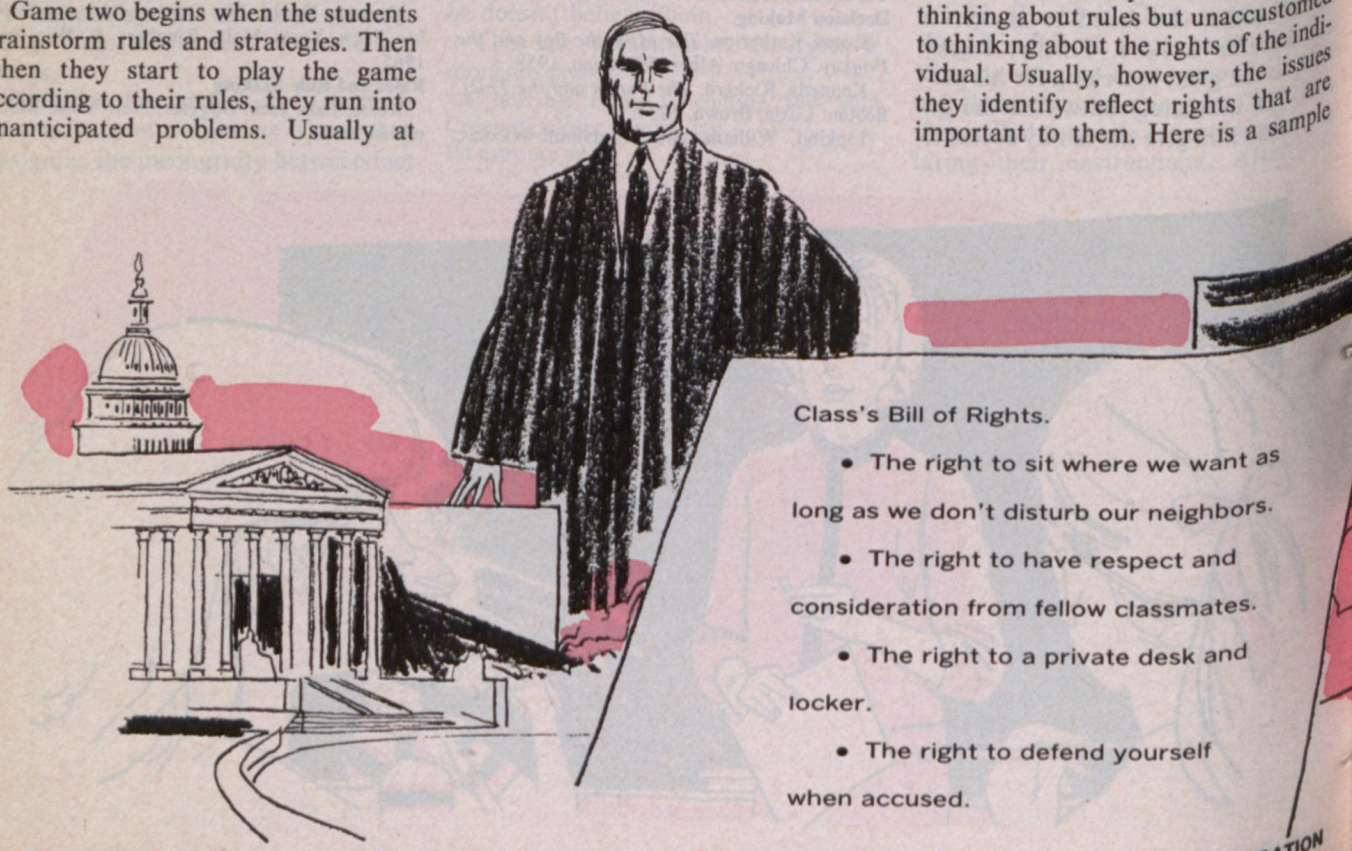
In game four, I ask students to form two lines of equal length and give the first student in each line a buckle. I say "Each student is to pass the buckle over his or her shoulder to the student behind. The first team whose buckle reaches the end of the line wins the game." When the buckle gets halfway down the line, however, I announce that using the right hand is illegal, not only now but retroactive to the beginning of the game. I identify the players who "broke" the rule and penalize their teams by requiring them to add one additional player to the line for each infraction. This is how my students learn about *ex post facto* laws.

Another major class activity of this first unit is for each student to create a Constitution booklet. I provide each one a copy of the text of the Constitution of the United States as well as several simplified versions of it to help them understand the wording of the real document.

Students study each part of the Constitution, discussing each phrase and translating it into everyday language. Their translations become part of their booklets.

Next, I divide the class into seven groups and assign each group one article of the Constitution to study, summarize, and illustrate. Each group prepares a class report, which then becomes part of each student's booklet. Students also study the Amendments to the Constitution.

Our study of the Constitution culminates with the students' writing a classroom Bill of Rights. I've found that students find this activity difficult at first because they are accustomed to thinking about rules but unaccustomed to thinking about the rights of the individual. Usually, however, the issues they identify reflect rights that are important to them. Here is a sample



Class's Bill of Rights.

- The right to sit where we want as long as we don't disturb our neighbors.
- The right to have respect and consideration from fellow classmates.
- The right to a private desk and locker.
- The right to defend yourself when accused.

rom one class's Bill of Rights.

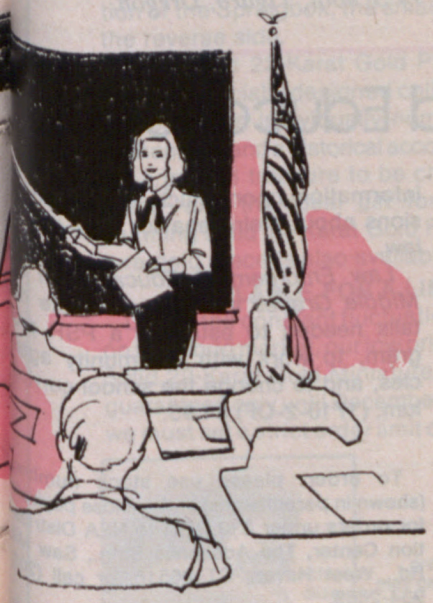
- The right to sit where we want as long s we don't disturb our neighbors.
- The right to have respect and consid- ration from fellow classmates.
- The right to a private desk and lock- r.
- The right to defend yourself when ccused.
- The right to move freely around the oom as long as you don't disturb your eighbor.
- The right of the person talking not to e disturbed.
- The right to have privacy when work- ng at your desk.

Students critique and justify the vari- us rights.

The third major activity of this unit n lawmaking highlights the lawmak- ng bodies of our state government. If ossible, I take students on a trip to the tate capital and have a member of the egislature visit the class to answer any f the students' questions about legis- lation.

The second unit of law-related edu- ation deals with courts and trials and ncludes the rights of juveniles.

The first few lessons deal with set- ling disputes. Students look for exam- les in the media or suggest ones from heir own experiences. They identify arious types of disputes that are seri- ous enough to require court settlement.



Next, using the book *Courts and Trials* (Mineola, N.Y.: West Publishing, 1980) by Linda Riekes and Sally Mahe, I introduce students to the system of courts at the federal, state, and local levels. After this introduction, I take my students as close as possible to the juvenile court system by a series of contacts beginning with a class visit by police officers who work with juveniles. They tell students about what happens to juveniles when police apprehend them for violating the law, including not only the physical process but also the reasons behind police procedure.

Next the class visits a jail for juvenile offenders—one that also houses adult prisoners, who are kept separate from the juvenile inmates. The class also visits a halfway house for juvenile offenders. Counselors at the halfway house discuss the kinds of help that these juveniles sometimes need.

After these visits, the assistant district attorney in charge of juvenile cases comes to our class. He explains what happens when a juvenile commits an offense serious enough to warrant an appearance in court. He also discusses crimes such as child abuse and neglect that involve children in court proceedings.

Next, we go to the district court and witness juvenile hearings. After the court session, the judge talks with the class, answering questions and explaining courtroom procedure.

The two units I teach on law-related education tend to make my social studies students take the law seriously. They begin to understand why laws are necessary, what the basis for law is in the United States, and how the law deals with offenders—especially juvenile offenders.

—Jean Owens, *sixth grade teacher, Sequoyah Elementary School, Shawnee, Oklahoma.*

SOME RESOURCES ON ELEMENTARY LAW-RELATED EDUCATION

Organizations

American Bar Association, Special Committee on Youth Education for Citizenship, 1155 E. 60th St., Dept. TE, Chicago, IL 60637.

The Bank Street/Cottage Lane Project, Cottage Lane Elementary School, Dept. TE, Blauvelt, NY 10913.

Center for City Building Education Programs, 2210 Wilshire Ave., Suite 303, Dept. TE, Santa Monica, CA 90403.

Institute for Political/Legal Education, Educational Improvement Center, 207 Delsea Drive, R.D. #4, Box 209, Dept. TE, Sewell, NJ 08080.

Law in a Free Society, Education Services, 5115 Douglas Fir Dr., Suite 1, Dept. TE, Calabasas, CA 91302.

Law-Related Education Program for the Schools of Maryland, Inc., University of Maryland, Baltimore Campus, EM 007, 5401 Wilkens Ave., Baltimore 21228.

Tri-County Law-Related Education Project, 3830 SE 14th St., Dept. TE, Portland, OR 97202.

Wyoming Law-Related Education Project, Dept. TE, College of Education, University of Wyoming, Laramie, WY 82071.

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Teaching About the Law. 1975. Ronald A. Gerlach and Lynne Lamprecht. W. H. Anderson Co., 646 Main St., Cincinnati, OH 45201.

Youth Attitudes and Police; Juvenile Problems and Law; Courts and Trials; Young Consumers, Law Making, Linda Riekes and Sally Mahe, Law in Action Series, West Publishing Co., Inc., 170 Old Country Rd., Mineola, NY 11501.

Magazine Articles

"Social Studies and the Elementary Teacher." Charlotte C. Anderson, Mabel McKinney-Browning, Lynda Carl Falkenstein, editors. *Social Education* 44; No. 5, May 1980.

"Law and Humanities in the Elementary School." Lynda Carl Falkenstein and Charlotte C. Anderson, editors. *Synergy* 3; No. 3-4, Winter/Spring 1979.

Problem Solving and Citizenship

In an elementary classroom, fifth graders take part in a discussion of ethics. Their teacher draws the following scenario:

Susan and Wanda—both 10 years old—are shopping together in a discount store. As they go through the check-out line, Wanda realizes that Susan has not paid for every item she picked up.

"What happened to the yellow socks?" asks Wanda innocently. Susan looks startled and says, "Let's go." They walk home in silence.

Later, when Wanda tells her mother what has happened, her mother says, "On Monday, you must tell Susan you can no longer be her friend."

The teacher then asks the class: How many of you think Wanda did the right thing? Were there other ways Wanda could have handled this situation? Was Wanda's mother right? What happens to shoplifters?

Meanwhile, in a different part of the same school, a first grade class is seated in a circle. The children are trying to solve a problem: The Zeefies need to protect their zerbon (fruit) from being wasted. The students break into small groups to figure out a solution. Each child contributes an idea, and after discussions, the groups report the various possible solutions they have worked out.

In these classes, the subject seems quite different, but both are engaged in law-related activities. The school is the C. F. Tigard Elementary School, which has a new pilot program called Responsibility in Citizenship.

This project focuses on four areas—community involvement, the hidden curriculum, guidance and counseling, and law-related education. In-service training and kits of materials are available to help teachers get started in a kind of teaching that is new to most of them.

The content is not limited to any particular subject area; rather, it focuses on realistic situations that students find familiar and interesting. For example, a measuring unit in math might deal with building a new house. If students connect surveying property and making scale models of buildings to their personal lives, they usually get excited. They sharpen their math skills while studying building codes and zoning laws.

The techniques teachers use with students in this project are ones that develop students' problem-solving abilities. For example, students stage mock debates on subjects of immediate interest to them. They learn that the city council has just declared that riding bicycles on city streets and sidewalks is unlawful and students think of the dramatic effect such an action would have on their lives. The students list groups that might take a position on the new law—the city safety commission, the police force, local homeowners, local businesses, students from their school, and the city council.

After discussing the various points of view, the class divides into small groups, each representing a specified interest. Then each group writes a three-minute speech explaining its position on the new law. After a representative of the group delivers its position speech, the rest of the class debates the pros and cons of the group's position.

Such an activity is an excellent way to get students to examine the effects of authority on various segments of a community. In the process, they learn about the powers and procedures of municipal government.

Stimulated by the Responsibility in Citizenship project, I have collected and created a variety of law-related education materials during the past three years. And through classroom application, I have found that students really enjoy delving into law-related education. They have the pleasure of sinking their teeth into matters that vitally concern them while developing public speaking and problem-solving skills.

—**Debbie Murphy,** *fifth grade teacher, Charles F. Tigard Elementary School, Tigard, Oregon.*

NEA Publications for Law-Related Education

Values, Law-Related Education and the Elementary School Teacher. Practical classroom activities and teaching plans for elementary teachers are the outstanding features of *Values, Law-Related Education and the Elementary School Teacher.* This special report by the executive director of the Center for Law-Related Education at the University of Cincinnati, David T. Naylor, also provides the background information necessary for good teaching.

Teachers who are integrating law and values into their curriculums will find this book a helpful source of information. (0708-5-OF) $2.50.

Law Enforcement Education in the Middle Grades: Police/Student Relations. This book includes specific suggestions for bringing students into contact with police officers in a nonthreatening atmosphere. One purpose of this police/student relations (PSR) program is to encourage positive and realistic attitudes toward the law on the part of students. The ultimate goal is to help young people avoid actions that would involve them as offenders in the juvenile justice system.

The innovative PSR program presented in this book stimulates students to think logically and provides them with information upon which to base decisions about their behavior vis-à-vis the law.

Law Enforcement Education in the Middle Grades includes complete details needed to establish a PSR program, to work with community agencies, and to change the school curriculum. (1710-2-OF) $4.95.

To order, please use stock numbers (shown in parentheses) and enclose payment for orders under $10. Mail to NEA Distribution Center, The Academic Bldg., Saw Mill Rd., West Haven, CT 06516, or call (203) 934-2669.

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The Student with ASTHMA

Second in a Series on Chronic Health Problems of Students

Even children with asthma can run relay races, as shown here by patients at the National Jewish Hospital/National Asthma Center in Denver.

There are an estimated 9 million people with asthma in this country; 2 to 3 million are children—some of whom may be in your classroom. According to the National Institutes of Health, asthma leads all chronic illnesses in causing school absenteeism; millions of school days a year are lost to asthma. This noncontagious illness can strike at any age.

For asthmatic students, time lost from school can result in poor grades, poor retention of learning, a desire to drop out of school permanently ("I'm so far behind now that I'll never catch up"), or a feeling of not belonging to the circle of normal peers ("They never pick me for the team; they know I have asthma").

With the passage of PL 94-142, the Education for All Handicapped Children Act, public schools now must provide education to handicapped or chronically ill students—including those with asthma—in the least restrictive environment.

What is asthma? Abnormal physical changes in the lung characterize the illness, but no one knows exactly what causes these changes to occur.

Apparently, one or more "triggers" cause tight contraction of the bronchial muscles (often called *bronchospasm*). The contractions narrow the diameter of the airways into the lungs and restrict air flow. To make matters worse, the lining of the airways becomes swollen and inflamed, and glands produce excessive amounts of a very sticky mucus that is difficult to

By ROBERT C. STRUNK, M.D.
Director of Clinical Services, Department of Pediatrics, and
JOYCE WALKER BOYD
Manager of Professional Communications, National Jewish Hospital and Research Center/National Asthma Center, Denver, Colorado.

ough out. Both the swelling and the lugs of mucus in the airways further obstruct air flow.

Thousands of children may have undiagnosed asthma, so teachers and school nurses should be aware of symptoms that indicate the presence of the illness. Coughing, especially after exercise, for example, may be a symptom of asthma. Children who do this may be ridiculed for being out of shape or for faking.

If a child exhibits a pattern of such coughing, a school representative should contact the parents to suggest a medical referral. Such easily recognized asthma is often overlooked, especially when children are very young and are thought to have bronchitis.

Asthmatic children should have Individualized Education Programs (IEP's) if they are categorized as handicapped under the provisions of PL 94-142. Whether they have IEP's or not, however, the school administration should immediately notify every teacher and nurse associated with a child when that child is diagnosed as asthmatic. At the time of diagnosis, it is essential, too, that the asthmatic student's parents, physician, classroom teacher, physical education instructor, and school nurse meet to discuss the child.

Staff at the National Jewish Hospital and Research Center/National Asthma Center (NJH/NAC) term such a meeting a "collective commitment" and believe participants should discuss—

- The type and frequency of the child's medications
- Possible behavior to expect from that particular child
- An appropriate reporting system to use if the child has an acute attack at school
- Written orders, if necessary, from the physician for medications the child may require during class or before exercise.

They should make their collective commitment to maintain open channels of communication about the child and his or her progress in school, medication changes, and problems.

Because asthma is a chronic illness, teachers should expect that asthmatic students will be taking medication regularly. Depending on the severity of their illness, some may need to take medication during class; others, perhaps only before exercise. It is helpful for teachers to pay close attention to the prescribed times for taking medications in case students need to be reminded.

Asthma medications can cause side effects that will affect children at school. Depending on the type of medication, children may experience tremors, drowsiness, or fatigue or they may have headaches or stomachaches. They may show over time a change in physical appearance, such as development of the moon face that is characteristic of long-term treatment with steroids. Some possible effects on behavior are apparent hyperactivity, memory deficits, and personality changes.

At the time they make their collective commitment, members of the group should identify specifically what family of medicines is being prescribed for the child and become generally acquainted with what side effects it may produce (see the box on medications). Side effects may become more pronounced from time to time. The teacher should simply note the change and report it to the school nurse or the child's physician for follow-up.

The other students in class will be aware of asthmatics' medications. They may express curiosity or exert harmful peer pressure by calling the child a "junkie." Teachers should explain to the class that a physician has prescribed the medication to permit the youngster to work and play normally. Such medication, they can explain, may mean the difference between the asthmatic student's being able to stay in school and learn or having to stay out and fall behind. Or a teacher might explain that just as people who get colds or flu need temporary medication, so asthmatics, who have a cold-like condition all the time, need medication all the time. Finally, health teachers might discuss chronic illnesses, using asthma as an example.

Once teachers and students understand and accept the illness, everyone will experience less fear or confusion about the asthmatic's special needs. As a result, asthmatic students will feel more accepted by their peers and will improve their psychosocial skills.

How can a teacher recognize an asthma attack in a student? Prominent symptoms include the following:

- Wheezing
- Complaints of tightness in the chest
- Coughing (sometimes more common than wheezing)
- "Rattling" in the chest
- Perspiration on the face or brow
- Hunched shoulders, giving the appearance that the head is pushed in and down
- An uncomfortable look on the face
- Labored breathing, sometimes with flared nostrils.

The rattling or wheezing in the chest of an asthma victim is often audible, even at a distance. If the sounds are not easily audible, a teacher or school nurse can usually feel the vibrations on the child's chest or can detect them by placing an ear on the child's back or chest.

The whistling or wheezing is the sound of air being forced through constricted airways. When the asthma attack is severe, the tubes close even more, and an observer may be unable to detect any breathing sounds at all.

In the most severe cases, gums and fingernails turn blue from the lack of oxygen. This is clearly an emergency, and medical help should be called immediately. Asthmatics not only faint, but on rare occasions die, from lack of air.

School staff can handle most asthma attacks without sending the child home if they follow a few procedures developed by staff here at NJH/NAC. Of course, we recommend that school staff check with students' physicians during collective commitment meetings for their concurrence with the following procedures.

First, last, and always, of course, teachers should not panic. The more panic a teacher shows, the more panic a child is going to feel and the more severe an attack can become. Both the teacher and the asthmatic student should try to relax. The teacher should try to focus the child's mind on something else and get him or her to use certain relaxation techniques.

The child can practice relaxed abdominal breathing exercises for at least five minutes. (Children may have their own exercises to do, or teachers can learn some from a therapist, nurse, or physician.) If the child feels that the technique is helping, he or she can continue it for another five minutes. Such exercises can help asthmatics make better use of their lung capacity and give them a sense of control during respiratory distress.

Warm liquids, such as water, tea, or broth, tend to relax the bronchial muscles. The child should sit down and slowly drink one to three cups.

If these primary steps of exercise and warm liquids are ineffective in stopping the child's wheezing, medication is the next step. Though most chronically ill children have received specific instructions about use of their medications, they are still children and need close monitoring in accordance with the guidelines established at an earlier time in the collective commitment meeting.

When a child's condition has improved after an attack, he or she should return to class and resume normal activity.

What sets off an attack? The triggers vary from child to child because no two asthmatics are alike. Possible triggers include exercise, allergies and irritants, emotions, infection, and weather. Knowledge about the various triggers, with appropriate action, can sometimes prevent serious asthma attacks at school.

Exercise. Although it is a fallacy that asthmatics should not exercise, exercise is the most common trigger of asthma attacks. Exercise-induced asthma may take the obvious form of wheezing after exercise or simply coughing after any exertion. Some children are not aware of acute symptoms but know that they tire more easily than their friends. For most children, exercise must be prolonged for at least five minutes to trigger symptoms.

The use of medication can extend the child's exercise capacity. No one should assign additional physical activities, however, until the relevant medical and/or education professionals have analyzed the problem and the physician has prescribed an appropriate regimen to block exercise-induced asthma.

Warren Dennis, director of physical education at the Beaumont Center, the NJH/NAC state-accredited school, has been developing effective exercise programs for asthmatics for several years. "Asthmatic children generally have weak upper body structures from lack of use," says Dennis. He believes that the ideal exercise for asthmatics is swimming, which helps develop breath control, strengthens the upper body, and builds endurance. The NJH/NAC medical team and Dennis have observed that swimming causes less constriction of the bronchial muscles than other physical activities involving the same work load. Dennis recommends that the physical limits of asthmatics be constantly challenged to build a higher exercise tolerance.

Several years ago, the Committee on Handicaps of the American Academy of Pediatrics recommended that asthmatics regularly participate in physical education activities. Asthmatics, however, sometimes have problems in coordination and timing and shy away from sports. Often they lack confidence and feel that peers and coaches will find them inadequate. Structured physical activities can help asthmatics overcome many of these problems.

Dennis says that one of the major

Q-tips® Art Contest Official Rules

1. Complete an official entry form or, USING A PLAIN PIECE OF PAPER NO LARGER THAN 8½" x 11", PRINT CLEARLY THE CHILD'S NAME, GRADE, AGE, COMPLETE ADDRESS INCLUDING ZIP CODE, SCHOOL AND TEACHER'S NAME, AND TITLE OF THE ARTWORK. CHECK OFF THE CATEGORY OF THE ENTRY, EITHER PAINTING OR CONSTRUCTION, and attach securely to the contest submission. Entries must be postmarked by February 28, 1981 and received by March 6, 1981. Responsibility to assure receipt of entry is the duty of entrant. Prizewinners will be notified by mail. Submit as many entries as you wish, but each entry must be accompanied by an official entry form or facsimile.

2. All entries must be an original painting or an original construction. A painting is a two-dimensional artwork using Q-tips Swabs as an applicator, such as a paintbrush. Use of brushes or other applicators is prohibited. You may utilize any medium such as oils, tempera or watercolors. A construction is a three-dimensional artwork using Q-tips Swabs as an integral and visual part of the entry. If color or tint is added to construction, Q-tips Swabs must be used as the color/tint applicator.

3. Entries will be judged under the supervision of the D. L. Blair Corporation, an independent judging organization, and based on the following proportional criteria: Originality and Creativity, 65%; Technical Ability and Composition, 35%. The decisions of the judges are final on all matters relating to this contest. ONE (1) FIRST PRIZE OF A $1,000 U.S. SAVINGS BOND, ONE (1) SECOND PRIZE OF A $500 U.S. SAVINGS BOND, ONE (1) THIRD PRIZE OF A $100 U.S. SAVINGS BOND, AND EIGHT (8) FOURTH PRIZES OF A $50 U.S. SAVINGS BOND WILL BE AWARDED IN EACH GRADE, KINDERGARTEN THROUGH EIGHTH GRADE, IN EACH OF THE TWO JUDGING CATEGORIES (PAINTING AND CONSTRUCTION). ONE (1) OVERALL GRAND PRIZEWINNER WILL BE SELECTED FROM THE EIGHTEEN FIRST PRIZEWINNERS AND WILL BE AWARDED $4,000 IN U.S. SAVINGS BONDS. THE AGE OF EACH ENTRANT WILL BE TAKEN INTO CONSIDERATION WHEN JUDGING TO SELECT THE OVERALL GRAND PRIZEWINNER. Duplicate prizes will be awarded in case of ties. Limit one prize per entrant. All entries, contents, and ideas submitted become the exclusive property of Chesebrough-Pond's Inc. to dispose of and reproduce at will and NONE WILL BE RETURNED.

4. Parents, guardians, and/or teachers may give children verbal assistance but actual work must be done by the child. ENTRANTS MUST BE IN THE GRADE INDICATED ON THE ENTRY FORM AS OF FEBRUARY 28, 1981. No one beyond the eighth grade may enter. All potential winners will be required to execute an Affidavit of Eligibility, countersigned by his or her parent or guardian, within 30 days of receipt of same. Entry constitutes permission for the artwork and artist to be photographed and used for publicity purposes without any compensation to the entrant.

5. The contest is open to residents of the U.S., except children of employees of Chesebrough-Pond's Inc., its subsidiaries, affiliates and advertising agencies. All Federal, State, and local regulations apply. Taxes on prizes are the responsibility of winners and their families. Void in the State of Vermont and wherever prohibited by law.

6. To receive a list of prizewinners, please send a self-addressed, stamped envelope to: Q-tips Contest Winners' List, P.O. Box 6430, Blair, Nebraska 68009. Winners' List will be available after June, 1981.

7. For additional information on the contest write: Q-tips® Art Contest, P.O. Box 7121, Blair, Nebraska 68009—or call collect: (402) 426-4701.

Mail entries to:
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18 third prizes of a $100 savings bond.
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The Q-tips Art Contest is open to students in kindergarten through grade 8. Each grade will have a first, a second, and a third prizewinner and eight fourth prizewinners in each category.

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Teachers who have students in the contest will be eligible for a Special Sweepstakes Drawing. The prize:

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How to enter.

Special mailings about the contest have already been sent to your principal. See your principal first for details and entry forms. Or consult the instructions outlined in the column just to the left of this page. The information there should tell you everything you need to know to prepare your students' entries.

Entries will be judged at the Children's Museum of The Metropolitan Museum of Art in New York, where the Grand Prize creation will be on display.

Entries must be postmarked by February 28, 1981, and received by March 6, 1981.

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CASE HISTORY:

Susan Johnsen,
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and Mary Roepcke,
media specialist,
Bushy Park Elementary School,
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The teachers:

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Some of the projects they initiated could easily be adapted to make learning fun and easy for your class.

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The ideas:

A science unit on nutrition became easier to digest when teachers and students prepared a film entitled Mr. Goodfood Pops In to stress the importance of a balanced diet.

The central character was a clay creature whose nose "grew" to reach out and change junk food into good food.

Miss Johnsen's first-graders helped form the clay creature and film the story, and gained a better understanding of what comprises a nutritious meal.

The merits of this project were realized by others as well. A copy of the film was requested by the University of Maryland Dental School Clinic to show to children waiting to see the dentist.

Silly ABCs: serious teaching technique.

Using a KODAK EKTAGRAPHIC Visualmaker, wallpaper scraps, construction paper, and original drawings, Miss Johnsen's first-graders made a slide-show project called Silly ABCs.

First they discussed each letter of the alphabet. Then students made a list of words beginning with each letter, and a picture of a sentence stressing one letter.

For instance, to emphasize the use of the letter E, children made a slide that visualized the sentence "I saw an elephant putting on eye makeup." For F, they depicted "I saw a feather tickling a fat lady." What child wouldn't enjoy learning letter sounds and alphabet sequence in this manner?

Few families are alike.

One family has three children. Another has a cat. Some mothers make pizza. Some children help with the laundry. The differences in family life became apparent when Bushy Park first-graders participated in a unit called Family Talk.

Students were requested to draw, cut out pictures in magazines, use construction paper, or photograph real objects to illustrate the script they had written.

They made slides to point out ways children help their families. Some ideas included "I help my little nephew Brandon walk around the room," and "I feed the cat in the morning and after school."

And they showed how parents help children—"They drive you places, like to soccer practice," and "They love you."

A slide show about families. An easy way to get a clear picture of what family life is about.

The ways and means:

How does a school so media-minded find the funds necessary to finance the cost of materials? Bushy Park Elementary School makes photographic equipment available to its teachers.

And the Parent-Teacher Association provides the additional funds required for each class to produce at least one film project and enter it in the County or State Film Festival.

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als of physical education for asthmacs is teaching them to recognize the set of an attack so they may determine when they should not participate. JH/NAC has been successful in ilding this independence in its paents.

Handicapped children need lifeme activities to maintain fitness as uch as other children, Dennis beves. For this reason, sports such as nnis, badminton, golf, volleyball, racetball, handball, archery, jogging, king, and swimming should be in the thmatic's physical education proam. Lifetime sports participation, hich is encouraged by PL 94-142, hances self-image as well as social ceptance among peers.

Dennis encourages noncontact comtitive sports for asthmatics. He recmends that the physical education structor, coach, classroom teacher, d parents share a common philosoy with the child: For an asthmatic, nning does not necessarily mean oming in first place or having more oints than the opposition. For an asthatic, winning may simply be particiting without wheezing.

Allergies and irritants. Some people ve allergic reactions that affect their es and sinuses and result in hay ver. For some asthmatics, such reacons affect the lungs and result in thma attacks.

When a child's allergies are known, is worthwhile—possibly lifesaving—r the school nurse and/or teachers to ep a written record of those subances that cause his or her allergic actions. Substances that set off aller-es—whether they are inhaled, uched, or swallowed—are called algens. Since foods can be allergens, thmatics have to avoid eating or even ming into indirect contact with ods they are allergic to. Children can rn to identify known allergens in a feteria line, but they may not be ware of potential problems in home onomics classes. Allergenic subances in foods being cooked can trav- by air and cause problems for asthatics, even though they don't eat the od.

In addition to foods, possible allerens include mold, pollens, and animal nder. Offenders in the classroom ight include class pets, microscopic olds found in plants and fish tanks,

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glue, dust, dried flower arrangements, dry leaves, and airborne pollens brought in through an open window.

To help an allergic child, a teacher may have to remove furry animals from the classroom, isolate plants, or ask the child not to look into the turtle tank. Teachers should make such changes subtly, however, to avoid drawing negative attention to the asthmatic student as the cause of the changes.

In addition to allergens, irritants—many of which may be airborne—can cause problems. A wide variety of substances irritate the nose, throat, and bronchi. Cigarette smoke is one of the most common, but aerosol sprays and strong odors of any type can be irritants. Air pollution in general is a growing menace, and the role it plays in aggravating asthma is just beginning to be studied. Other offenders might include chalk dust, felt-tipped pens, scented oils, or flour.

Depending on what triggers specific students' attacks, teachers can help the asthmatic child in the classroom by doing such things as ventilating the room well when using chemicals or substances with strong fumes; saving their favorite perfume or after-shave lotion for out-of-school events; and taking great care with aerosol products, whether glue for a project or hair spray for themselves.

Emotions. Asthma is not a psychogenic disease. "The disease begins in the lungs, not in the head," says David Mrazek, M.D., a child psychiatrist at NJH/NAC. "However," he adds, "emotions can definitely serve as a trigger in some asthmatics. But no amount of emotional stress will cause asthma unless a child already has the abnormal lungs that are characteristic of the disease."

Doctors know that stress contributes to heart attacks. It should not be surprising that emotions can contribute to asthmatic attacks, also. When people are uptight, their muscles do indeed tighten up. The bronchial muscles are no exception. For those with asthma, the more constricted the bronchial muscles become, the less air flows through the tubes and the more likely asthma attacks are to occur.

Attacks may be brought on by such events as the loss of a pet or a disciplinary action or by such long-term psychological conditions as a desire for attention. Teachers should not, however, let fear of asthma attacks make them hesitate to discipline asthmatic children. Like other children, asthmatics need discipline and structure.

Once children realize that their teachers can deal with asthma attacks effectively and without panic, the severity of their attacks may decrease.

Infections. Most asthmatic children have greater difficulty with asthma when they have upper respiratory infections. The same viruses that attack nonasthmatic children also cause infection in asthmatic children. The asthmatic child's infection may seem to be more severe, however, because of the bronchial problems that underlie and accompany it.

Weather. No one type of climate or geographic location is good or bad for all asthmatic children. Some children wheeze more on rainy days, while others have difficulty in hot, dry weather. Cold winter days may be difficult for children who are sensitive to cold air but beneficial to those who have pollen allergy.

Researchers at NJH/NAC have found generally that for asthmatics exercising in cold weather is much worse than exercising in warm weather. Two useful techniques for asthmatics who exercise in cold weather are to breathe through the nose rather than the mouth and to cover the mouth with a scarf.

Asthma can be controlled, and generally it is not as life threatening as the symptoms make it appear. One should never downplay, however, the effect this disease can have on its victims. Human beings can exist only about four minutes without air. Breathing is the single most important bodily process, and any breathing obstruction causes immediate and dramatic responses in the victims.

Asthmatic children need people around them—teachers, physical education instructors, coaches, administrators, parents, and peers—who understand and accept their illness. The important people in their school lives should actively participate in developing the asthmatics' abilities to control their illness and to gain as many skills and as much learning as possible from their school program. □

Families of Asthma Medications

Theophylline

- Form of administration: oral
- Examples: Aminophyllin, Elixophyllin, Quibron, Theospan, Choledyl, Slo-Phyllin, Theodur
- Action: relaxes airways, making easier to breathe; may take up to one hour to have effect
- Possible side effects: nausea, vomiting, loss of appetite, restlessness, irritability, agitation, headaches, trouble sleeping, personality changes.

Cromolyn

- Form of administration: inhalant
- Actions: can prevent exercise-induced bronchospasm and lessen response to other triggers, such as allergens
- Possible side effects: coughing or wheezing.

Adrenalin and Related Drugs

- Forms of administration and examples: oral (Metaprel, Alupent, Terbutaline); inhalant (Isuprel, Metaprel, Alupent, Bronkosol); injection (Epinephrine or Adrenalin)
- Action: relaxes airways, used to treat exercise-induced bronchospasm, acts rapidly
- Possible side effects: fast heartbeat, pounding in chest, nervousness, tremors, nausea, vomiting, restlessness, headache, personality changes.

Steroid

- Forms of administration and examples: oral (Prednisone) or inhalant (Vanceril)
- Action: decreases inflammation, used only in most severe cases
- Possible side effects: learning problems, decreased memory, changed appearance (such as a moon face), increased appetite, gain in weight, growth problems, adrenal suppression, abnormal hair growth, dental caries, brittle bones, menstrual irregularities.

Antihistamine

- Form: oral (many trade names)
- Actions: relieves nasal/sinus congestion, sneezing, itching eyes, running nose, etc.
- Possible side effects: drowsiness or excitability.

For further information on asthma, write for the booklet *Your Child & Asthma*, available for 50¢ from the Dept. of Communications, National Jewish Hospital/National Asthma Center, 3800 E. Colfax Ave., Denver, CO 80206.

The NEA Pushes for Equity in Social Security Benefits

It is time to face the reality of the 1980's. The Social Security system is at a crossroads. It has reached middle age—it is having a mid-life crisis. The reality is that the poorest person in our country is an elderly female 65 years of age or older. The reality is that the median income for an elderly woman is $2,800 per year. The reality is that the Social Security system affects 95 of 100 Americans. . . . The reality is that it is no longer a question of whether the Social Security system cheats American women; it is a fact! The reality is that there should be no more important domestic issue facing this Administration and Congress than discrimination against women in the Social Security system.

—**Rep. Mary Rose Oakar** *(D-Ohio), member, Select Committee on Aging, U.S. House of Representatives.*

The treatment of women under the Social Security system has been a major political and legislative issue for more than a decade. After some years of discussion, the Social Security Amendments of 1977 (Public Law 95-216) directed the Department of Health, Education, and Welfare to conduct a two-year study of the problem and report its recommendations to Congress. Concurrently, the Advisory Council on Social Security appointed by the President began a study of women's issues and the House Select Committee on Aging began a lengthy series of hearings on the topic.

Their findings were basically identical—that since the inception of Social Security in 1935, American society has changed, and the system has not been adapted to reflect these changes.

Social Security was designed to serve the society of the early 1930's. It was based on four assumptions: that women are usually homemakers, that men provide income for the family, that housework a wife performs has no economic value, and that marriages last for life.

In 1975, the NEA Representative Assembly noted that these assumptions were no longer valid and directed the Association to lobby for the passage of legislation that would ensure equity for men and women in Social Security benefits. Since that time, NEA has monitored the activities of study groups on Social Security and testified on the specific concerns of teachers before Congressional committees and task forces mandated by Congress.

Since enactment of the 1977 legislation, probing of the various study groups has revealed a staggering range of inequities in Social Security. Following are some of the problem areas universally recognized as needing remedial action by Congress.

1. The Social Security system is designed to partially replace income lost upon retirement, disability, or death. Yet the system often violates that principle in the case of two-earner families, because it considers only the income of the major wage earner instead of treating the family as an economic unit.

2. If a female spouse earns 40 quarters of coverage as a worker, she is entitled to benefits based on her work record. If, however, the amount she would receive as a dependent is greater than the amount she has earned herself, she will receive only the greater amount. She will not receive the benefit she earned and paid tax on.

3. A widow will receive full benefits from her husband's earnings only when she reaches age 65.

4. The program was designed to provide a floor of benefits which pension plans and annuities would supplement. But Congress voted in 1977 that the old-age spouse's benefit a person receives will be reduced dollar-for-dollar by the amount of any federal, state, or local pension which that person receives based on his or her own government employment not covered by Social Security. No such pension offset applies to individuals who worked in the private or nonprofit sector.

5. A divorced person has no Social Security protection based on a marriage if it lasted less than 10 years.

6. A divorced mother is ineligible for dependent's benefits during the early child-raising years.

7. A homemaker who becomes disabled is not entitled to benefits even though she may be unable to perform her job.

8. A woman is not entitled to disability benefits if she has been out of the work force for more than five years before becoming disabled.

9. The system does not provide benefits for widows or widowers under age 50.

10. Significant disparities arise between married and unmarried women workers. Married women workers frequently spend time out of the paid labor force (or work part-time) to perform homemaking or childcare activities, and when they work for pay, they generally earn substantially less money than men. The result is low Social Security benefits for this increasingly large segment of the work force.

Although the Ninety-Sixth Congress has held extensive hearings on women's issues in Social Security, its major activity affecting Social Security has been focused on shoring up the system's financial base—mainly by allowing the transfer of surpluses from one trust fund to another. The next major step in resolving inequities is expected to occur in an omnibus reform package due for consideration in 1981-82. The Ninety-Seventh Congress will consider findings of the study groups and Congressional committees, along with testimony from current and projected public hearings in the District of Columbia and throughout the country.

It appears likely that Congress will debate two major options when it addresses inequities in the benefit structure: (1) an *earnings sharing* plan, under which 50 percent of the total annual earnings of a couple would be credited to each spouse's individual earnings record, and (2) a *double-decker* plan, providing a flat-dollar benefit available to everyone plus an earnings-related benefit payable on the basis of earnings from employment covered by Social Security.

These broad-based remedies are complex, controversial, and difficult to assess in terms of future funding needs. The Social Security Administration estimates that the long-range (75-year) cost of the earnings-sharing option comes very close to approximat-

(Continued on page 78)

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Social Security
(continued)

ing long-range costs under current law. The long-range costs of the double-decker plan are highly dependent on how the benefits are adjusted to keep pace with rising wages or prices. In either case, a substantial portion of current law would have to be rewritten in order to accommodate the demands of major changes in the philosophical basis of Social Security, to close gaps in coverage for certain groups, and to ensure that adequate benefit levels are maintained without steep escalation of the tax rates that finance them.

The accompanying box gives the current NEA resolution on Social Security. The Association will continue its study and appraisal of Social Security in relation to new developments in teacher retirement plans.

—**David H. Foerster,** *NEA Government Relations.*

NEA Resolution on Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues.

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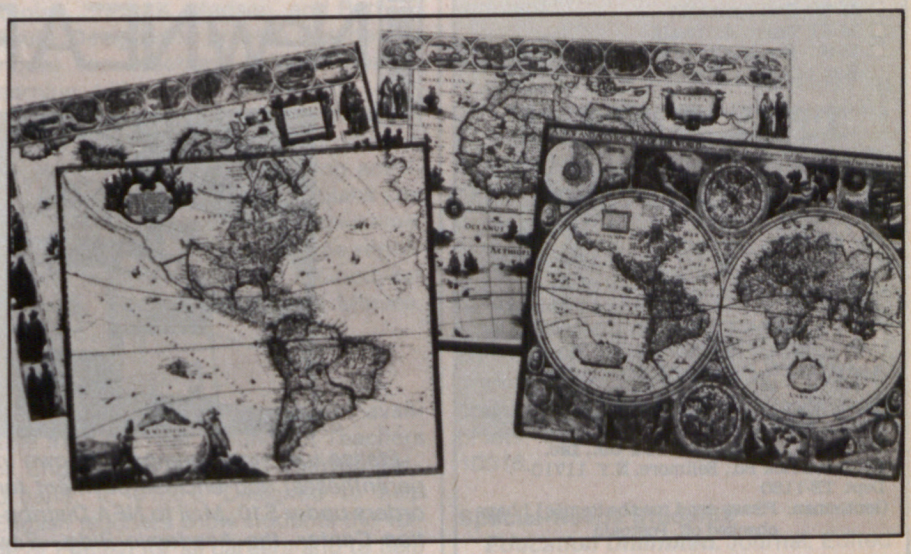

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Program Design and Development for Gifted and Talented Students. Frederick B. Tuttle, Jr., and Laurence A. Becker. 128 pp. 1980. (Z-0733-6-OF) $6.95.

What Research Says to the Teacher: Gifted and Talented Students. Frederick B. Tuttle, Jr. 32 pp. 1979. (Z-0743-3-OF) $1.

Monographs

The following present strategies for identifying and teaching gifted and talented students in the areas specified.

Teaching the Gifted and Talented: In the Elementary Classroom. Mary J. Heimberger. 80 pp. 1980. (Z-0735-2-OF) $4.75.

In the English Classroom. William W. West. 48 pp. 1980. (Z-0734-4-OF) $3.50.

In the Mathematics Classroom. Kevin G. Bartkovich and William C. George. 48 pp. 1980. (Z-0738-7-OF) $3.50.

In the Science Classroom. William D. Romey. 64 pp. 1980. (Z-0736-0-OF) $4.50.

In the Social Studies Classroom. Paul D. Plowman. 56 pp. 1980. (Z-0737-9-OF) $4.

Oral Communication and Leadership. Paul G. Friedman. 80 pp. 1980. (Z-0739-5-OF) $4.75.

Duplicating Masters

Duplicating Masters for Educating Gifted and Talented Students. 22 workshop handouts. 1980. (Z-0742-5-OF) $15.

Filmstrips

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Gifted and Talented Children: How Parents Can Help. 1980. (Z-0731-X-OF) pkg. of 25, $2.50.

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Bibliography

Selecting Materials for Children and Young Adults: A Bibliography of Bibliographies and Review Sources. Revised. Annotated listings. Works classified by subject, form (government publications, recordings, biographies), and type of reader. Addresses special-needs children such as the disabled, the gifted, and the disturbed. Subjects include fiction and poetry, folklore, storytelling, sex education, drugs, and careers. 1980. 80 pp. $6.50. Order Dept., American Library Assn., 50 E. Huron St., Chicago 60611.

Classroom Projects

Do Something Different: Innovative Study Projects for Grades 4-7. Vita Pavlich and Eleanor Rosenast. Designed to present innovative frameworks for teaching conventional curricular topics in language arts, social studies, or science. Includes projects that require both individual and cooperative efforts. Each project has four sections: How To Begin, Research Plan, Project Activities, and Culmination Event. 1980. 128 pp. $5.50. Pitman Learning Inc., 6 Davis Dr., Belmont, CA 94002.

Discipline

Class Control and Behavior Problems. Malcolm Saunders. Describes strategies that teachers can use to achieve and sustain control of their students. Shows how to apply principles of behavior modification. Intended to help teachers formulate methods that fit their own personalities, circumstances, and educational aims. Class-tested in London elementary and secondary schools. 1980. 228 pp. $9.95. McGraw-Hill Book Co., 1221 Avenue of the Americas, New York 10020.

Holiday Ideas

Special Things for Special Days. Pat Short and Billee Davidson. Resource book of ideas designed for teachers to use with students to further their basic skills. Capitalizes on children's natural interest in Halloween, Thanksgiving, Christmas, Valentine's Day, and Easter. Kindergarten through third grade. 1980. 160 pp. $7.95. Goodyear Pub. Co., 1640 5th St., Santa Monica, CA 90401.

Individualized Instruction

Change for Children: Ideas and Activities for Individualized Learning. Revised. Sandra N. Kaplan, JoAnn B. Kaplan, Sheila K. Madsen, and Betty T. Gould. Designed to provide a guide and model for teachers to individualize learning within their classrooms. Provides a step-by-step approach to changing the classroom environment, developing and placing learning activities in the room, and devising plans and schedules of student and teacher time. Includes worksheets that can be reproduced. 1980. 225 pp. $9.95. Goodyear Pub. Co., 1640 5th St., Santa Monica, CA 90401.

Language Arts

The following publications are available from the Natl. Council of Teachers of English (NCTE), 1111 Kenyon Rd., Urbana, IL 61801. Designed to help English teachers show students the value of English for all careers and to help students learn a variety of careers directly related to the study of English. Sketch a number of classroom activities for developing career awareness (grades K-6); explore the range of careers (grades 7-9); and discuss serious career preparation (grades 10-12).

Career Education and English, K-12: Ideas for Teaching. Edited by Jan E. Kilby, 1980. 101 pp. $4.75 (price for NCTE members); $6 (price for nonmembers).

Essays on Career Education and English, K-12. Edited by Marjorie M. Kaiser. 1980. 132 pp. $5 (price for NCTE members); $6.50 (price for nonmembers).

Mathematics

Math Activities with a Porpoise. Runelle Konsler and Lauren Mirabella. Uses animal characters to reinforce basic math concepts. Contains more than 45 self-checking games and activities. Designed for kindergarten through second grade. 1980. 112 pp. $7.95. Goodyear Pub. Co., Inc., P.O. Box 2113, 1640 5th St., Santa Monica, CA 90401.

Recordings

The following record albums are available from Folkways Records and Service Corp., 43 W. 61st St., New York 10023. 1980. $7.98 each.

In This Our Land: Children's Songs About America. Sarah Barchas. Includes 14 new songs about America. Focuses on strength through diversity and reaching toward common goals.

Songs and Stories for Children. Ed McCurdy. Includes descriptive notes and texts.

Turtles and Snakes and Snowstorms. Gerry Exelrod. Includes children's songs about nature and the environment.

Sex Education

Schools and Parents—Partners in Sex Education. Sol Gordon and Irving R. Dickman. Public Affairs Pamphlet No. 581. Discusses the status of sex education in the public schools and public and parental support for it. Describes specific school programs and the making of a good program. Includes model curriculum (kindergarten through high school) that outlines topics and concepts for family-life education programs. 1980. 28 pp. 50¢ (quantity discounts available). Public Affairs Pamphlets, 381 Park Ave., So., New York 10016.

Special-Needs Students

Education Unlimited. Journal. Edited by Grace J. Warfield. Designed for practitioners and administrators who work with handicapped, gifted, and talented students from early childhood through adult years. Presents articles relevant to improving educational experiences for special-needs students in the least restrictive environment. Five issues per year. Examination copy, $3; yearly subscription, $15. (individual subscription price); $20 (school, library, and agency price). *Education Unlimited,* Educational Resources Center, 1834 Meetinghouse Rd., Boothwyn, PA 19061.

FOR YOUR INFORMATION

Willard H. McGuire, NEA President; Terry Herndon, NEA Executive Director.

NEA memberships and annual dues: Active, $45; Associate, $22.50; Educational Support, $22.50; Student, $8.50, through Student NEA Chapters only; Retired, $5 (those retired before 9/1/73 continue at $2); Staff, $22.50.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

Today's Education is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Reader's Guide to Periodical Literature, Education Index,* and *Current Index to Journals in Education.*

Classroom Tips

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

Mail suggestions to Box CT, Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

Every child is special, but some have a hard time believing it. Barbara Meyer, resource teacher for the Fairfax County (Virginia) Public Schools, has developed a "Special Person of the Week" activity that convinces most children from six to 10 years old of their specialness.

Each Friday, Ms. Meyer chooses a child's name at random from the stack of class attendance cards. That child gleefully spends the weekend rounding up graphic mementos of her or his life—pictures of family, pets, vacations—to put on a bulletin board the first thing Monday morning.

Ms. Meyer takes an instant photo of the honoree and attaches it to a questionnaire that the child has filled out with important personal data. The questionnaire and photo then become an important part of the bulletin board display.

All week, the child's classmates make up puzzles, write stories and poems, and draw pictures of the Special Person (SP). At week's dizzy end, classmates put all the material into a gift binder and present it to that week's SP before Ms. Meyer draws a name to honor the following week.

This activity can be extended by allowing the SP to select a favorite classroom chore; to use certain hats, badges, and marking pens; and to have a good chunk of Friday's sharing time for telling about a prize hobby or collection.

At the end of each month, Ms. Meyer and that month's four or five Special Persons have a private lunch together in the classroom. Ms. Meyer's conclusion: A week's spotlight supplies important nourishment for young egos; they actually bloom. A student can be an SP only once; all members of the class get to enjoy the "grow light" during the course of a school year.

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing. Chula Vista, California.

Au contraire, as Snoopy would say, delicate egos droop on Valentine's Day if they receive few if any missives from Cupid's red and white crepe paper mailbox, while a few popular ones receive valentine after valentine. The left-out kids—life's Charlie Browns—sit with burning faces, living through an hour they'll want to forget but will always remember.

A teacher can prevent such trauma by ruling that students who want to give valentines should bring one for each classmate. (Not such an economic hardship, as many stores sell inexpensive packs of valentines, maybe with whole-class exchanges in mind.) If teachers decide to suggest such a thing, however, they should give each student a mimeographed class roll at least two or three days before the big event. Think twice, also, before urging the exchange of handmade valentines. Students can seldom sustain enthusiastic creativity long enough to produce 25 to 30 designs. Most kids will do well to write that many names under the supervision of their parents.

Another special day to plan for is Martin Luther King's birthday on January 15. For those who would like their classes to celebrate the birth and life of King, Shirley Peters of Parent School, Inglewood, California, has several suggestions:

- For creative writing, have students write haiku or other types of poetry about Dr. King. Encourage them to write appreciative letters to Dr. King's family. Have students read King's famous "I Have a Dream" statement and write essays inspired by his ideas of the future. They might then present their essays as speeches. Hold schoolwide contests for the best poems and speeches about King and his work.
- Make up the week's spelling list from words appropriate to Dr. King's lifework and to the students' grade level. *Atlanta, change, civil rights, freedom, friendship, marching, martyr, nonviolence, preacher, speaker*, and *peace* are possible choices.
- Make a "hidden word" worksheet using the spelling words.
- Play "Hangman" with the spelling words.
- In art, have the children draw likenesses of Dr. King. Make puppets resembling King family members. Write and act out a play with the puppets.
- In music, sing spirituals that King liked (e.g., "Let There Be Peace on Earth").
- In social studies, show movies and filmstrips based on King's life and the civil rights movement. Have children prepare and act out a show: "This Is Your Life, Dr. King."

You can adapt the above techniques for studying any of the world's special persons, past or present.

A truly special person who comes into most classrooms at some time is the substitute teacher.

Mae C. Marvin, a retired teacher formerly at the Kingsley School, Downers Grove, Illinois, spent four years in 10 school districts as that very necessary helper. After experiencing "all manner of tricks, abominable behavior, and constant disruptions," she developed a way to introduce herself that helped establish a positive attitude and eliminate wasted time.

When the bell rang to start class, Ms. Marvin immediately stood and said, "I am Mrs. Marvin, guest teacher for today. You know how to treat a guest in your home, and I will expect the same kind of treatment here. I will be on my best behavior, and I expect each of you, also, to try to do your best. Your actions and the kind of work you do today will help keep up the good reputation of your school."

Although these words did not solve all problems, they encouraged the children to adopt the attitude of hosts. Their initial politeness allowed Ms. Marvin to get on with the routine, and work soon proceeded normally.

For how many centuries have people been wearing masks, and for what reasons? Has there ever been a maskless culture? How would we know? What materials have been used for masks? Why are some masks meant to be beautiful and others horrifying?

A unit on masks could introduce a study of drama or of another culture. It could be restricted to studying masks of

ne country—even Switzerland, of all laces—or of one American Indian ribe. Or the unit might be centered round one purpose of masks—religious, medicinal, social. Or it could simply lead up to Halloween.

For any format, the nonprofit International Mask Research Foundation, 409 anta Monica Blvd., Santa Monica, CA 0401, offers help: posters, filmstrips, assettes, books, mask-making materials. The last category includes facial orms and rolls of plaster gauze to mold pon the forms.

The Foundation notes that not all varieties of gauze manufactured for medical purposes serve equally well when converted into the raw material for masks. Some brands of otherwise high-quality plaster gauze designed for use by doctors and veterinarians contain preservatives which can irritate facial kin. The plaster gauze the Foundation supplies for its Make a Mask program does not, however, contain such ingredients.

Students use the plaster gauze to form masks on one another's faces (one roll makes two masks). If directions are lacking, the Foundation will supply them.

Masks can also be painted on human faces. Here is the Foundation's Magic Make-up recipe:

1 T soft shortening
2 T cornstarch
Food coloring of various hues.

Mix the cornstarch and shortening with a fork. Divide the resulting mixture into four parts. To each part, add the appropriate colors to obtain the shade you want, mixing them until they are completely blended. (Two drops of green and one drop of red food coloring make brown.)

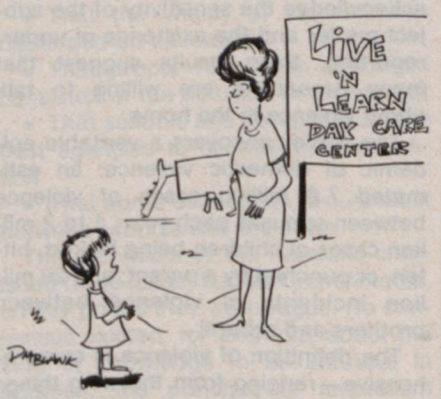
Masks add festivity to many school and community events such as plays, galas, and fiestas. Los Angeles has an annual Festival of Masks, a celebration of the city's many ethnic communities, where students (and others) can show off their handiwork. Once aware of masks, students will begin to notice them everywhere: in the news, in literature, in art and music.

Fourteen hundred kindergartners in Eugene, Oregon, have pioneered an energy saving project designed by Val Thoeing of the Eugene Water and Electric Board. Entitled "The Adventures of Mini-Volts and Wastey Watts," the program develops good conservation habits.

Taught at school to conserve power, Oregon's five-year-olds turned out to "have real clout in getting their families to turn off lights, skimp on hot water, and dress warmly rather than turn up the thermostat," says Keith Parks, manager of the municipal utility in Eugene.

The project consists of an energy kit of 54 lesson plans, suitable for grades K through 2. Accompanying them are such learning aids as story/coloring books, songs, games, flash cards, and dolls. Using the materials, children build energy-efficient houses that include double-glazed windows, insulation, sealed-off fireplaces, and caulked cracks. They use pictures to make collages of high energy-consuming appliances, such as refrigerators and hot water heaters, and of low energy-consuming activities, such as biking, reading, and skating. The children learn about personal insulation by dressing dolls in layered warm clothing. They study solar heat by constructing suns out of newspapers and hanging them from the ceilings. They learn about hydro power by building dams in sandboxes.

Workshops in 13 Western states help interested teachers learn to incorporate energy conservation into their curriculums. Further information is available from Energy and Man's Environment, 7874 S.W. Nimbus, Beaverton, OR 97005.



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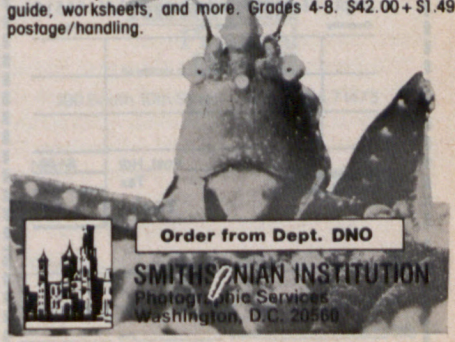

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Behind Closed Doors: Violence in the American Family by **Murray A. Straus, Richard J. Gelles,** and **Suzanne K. Steinmetz.** Anchor Press/Doubleday. 301 pp. $10.95.

In the 1970's, Americans awoke somewhat belatedly to the problem of domestic violence—belatedly because the carnage that occurs "behind closed doors" may very well equal or exceed the much more publicized violence that occurs in the streets. Authors Straus, Gelles, and Steinmetz are sociologists who, having examined the many aspects of domestic brutality in a number of publications over the past decade, are responsible in part for sounding the alarm on violence in the family.

In *Behind Closed Doors*, they seek to measure the extent of violence in the American family, to delineate the forms of violence and their meanings, and to examine underlying causes. This new contribution is important because it is based on a survey of a representative sample of the U.S. population. Too often research in this field is conducted using small unrepresentative samples of battered wives or abused children or incidents reported to the police. It is dangerous to draw conclusions about the total population from such research.

Using a standard sampling procedure, these researchers selected more than 2,000 families across the nation for interview. In each family (single-parent families were excluded), one adult was asked about the way conflict was resolved at home. Although the authors acknowledge the sensitivity of the subject matter and the existence of underreporting, their results suggest that many Americans are willing to talk about violence in the home.

The survey uncovers a veritable epidemic of domestic violence: an estimated 7.8 million cases of violence between spouses each year; 1 to 2 million cases of children being kicked, bitten, or punched by a parent; and 29 million incidents of violence between brothers and sisters!

The definition of violence is comprehensive—ranging from throwing things to pushing, grabbing, shoving, or slapping, to using a gun or knife. Some readers will take issue with the definition, agreeing with the respondents who considered many of these acts to be normal, everyday behavior. The authors regard all types of violence, however, as manifestations of the same problem, different only in degree. Even when they restrict their examination to incidents that are clearly abusive, the estimates are frighteningly large.

The authors maintain that violence is learned at home. In support of this proposition, they present findings that show that those who experience family violence as children are more likely to practice it in later life. In order to break this cycle of brutality, they say that the social norms that legitimize violence must be eliminated.

Teachers, who must deal in a variety of ways with the "fallout" from domestic disorders, will find that this volume enhances their understanding of the nature and dimensions of family brutality.

There are weaknesses in the analysis—some of which are acknowledged—and there may be a few too many facts and figures. But the book is informative and easy to read.

Reviewed by **Harold R. Lentzner,** *survey statistician, U.S. Bureau of the Census; co-author of* Intimate Victims: A Study of Violence Among Friends and Relatives.

Children's Secrets by **Thomas J. Cottle.** Anchor Press/Doubleday. 266 pp. $10.

Thomas Cottle describes five different mythical family norms in *Children's Secrets*: stability, harmony, affluence, being straight, and normalcy. For each norm, he presents two or more "life studies" of children from families where the norm is indeed a myth, and in which the children are expected to keep that fact secret to maintain a family image in accordance with the myth.

The effect of the secrets on the children can be damaging, however. A family that requires a child to keep a secret to save the family from some shame or disgrace can cause the child to take the shame upon himself. The construction and justification of a myth that maintenance of a lie requires may further damage the child's psyche.

Cottle is an immensely powerful and sensitive storyteller. His accounts are not for the squeamish, or for those of us who cling to the myth that broken homes and/or poverty cause all children's problems. The secrets described range from parental desertion to incest, from drug abuse to the mental breakdown of a father. This last caused a 16-year-old boy to run away from home and try to get himself committed to the same sanitarium as his father. Another study deals with a little girl's attempts to

over up the suicide of her father both neighbors and friends as well as in er own mind.

Many times Cottle states that these ases should not be fitted into psycho- gical theories. Sadly, this statement sually precedes a section of the book which he seems to try to do just that, sjointedly. In such sections, his vo- abulary, usually clear, becomes barely nderstandable—even with an una- ridged dictionary.

His final chapter, however, makes up r this flaw. In it, he weaves all the psy- ological threads together to show the angers of secrets, myths, and shame r all children.

Reviewed by **Charles L. Head,** *chem- try teacher, Hillcrest High School, Dal- s. In an interview with* Today's Educa- on *("Meet Charles Head," September- ctober 1979), Mr. Head described his ork with students who have serious roblems at home and school.*

He and She: How Children Develop heir Sex-Role Identity by **Jeanne rooks-Gunn** and **Wendy Matthews.** rentice-Hall. 338 pp. $12.95; paper, 6.95.

In *He and She,* the authors summa- ze and describe the research on the evelopment of sex identity and sex les. For each developmental period in child's life, they describe the physio- gical differences between girls and oys; examine the kinds of sex roles xpected and permitted for that age roup; and, finally, explore the reac- ons and perceptions of girls and boys s they view themselves and the other ex.

The authors find that physiological fferences between boys and girls do course exist at birth, but that far ore significant in developing sex roles e the actions of adults toward babies s they develop. The perceptions of any adults about differences between e sexes in strength, beauty, and reac- ons to stimuli are not founded in reali- . Still, differing adult reactions to the me behavior exhibited by girls and oys have far-reaching effects on their evelopment of sex roles.

The authors conclude that children dentify with their own gender by age wo or three and have very rigid notions f what are proper roles for women and en by the time they go to school. Still, ith widening experiences and greater aturity, they show lessening resis- ance to nonstereotyped roles as they row older. Here, the authors suggest, e school can play an important part. ctive intervention can, for example, ounteract the familiar "fear of suc- cess" that emerges in elementary school girls or the notion that develops among young boys that reading is a "girls' " activity.

Of the characteristics likely to affect school performance, the authors find evidence that one—spatial ability—may be "influenced by a sex-linked recessive gene, which males are more likely to express." This would mean simply that males would be more likely than females to be born with spatial ability. Most investigators who propound this hypothesis believe, however, that genetic factors can only partially explain sex differences in spatial ability. Some believe that socialization is also crucial. In fact, one investigator found that Eskimos, who are permitted "great independence and freedom" from sex-stereotyping as children, show no sex-related differences as adults in scores on tests of spatial ability.

After learning the routes by which children assimilate sex roles, the clever educator or parent can plan strategies to prevent the development of undesired, and certainly not innate, sex-stereotyped behaviors. In presenting so much evidence from research, the authors have contributed greatly to the cause of sex-fair education.

Reviewed by **Margaret Zierdt,** *teacher, Montgomery County (Maryland) Schools; and member, NEA Women's Caucus.*

American Education: The National Experience, 1783-1876 by **Lawrence Cremin.** Harper and Row. 587 pp. $35.

In this second volume of a projected three-volume history of American education, Cremin traces the emergence of a distinctive American system during the early to middle nineteenth century. This system was indebted to several doctrines of eighteenth-century republican ideology:

- That the vitality of the Republic depended on education
- That proper republican education consisted of the diffusion of knowledge
- That schools and colleges were the best agencies to provide such education
- That some connection should exist between schools and the state.

The architects of the Republic cherished these ideas, but, as Cremin notes, on key points they were vague. No consensus existed, for example, about the kind of knowledge to be diffused. In addition, the principle of federalism worked against uniformity. Rapid physical expansion of the country encouraged experimentation, and the growth

(continued on page 86)

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(continued)

of religious sectarianism after 1800 guaranteed variety.

The result of these pressures was a system that diverged from the expectations of the founding fathers. Where they had envisioned an orderly pyramid of schools, the actual pattern was "infinite mixing." During the 1840's, for example, Lowell, Massachusetts, experimented with a system in which Roman Catholic parochial schools were reported as public schools.

One effect of this variety, Cremin argues, is that conflicts over public education were fought out between shifting coalitions. In different communities and at different times, merchants, workers, Catholics, Protestants, Whigs, and Democrats both supported and opposed public education. As a corollary, Cremin does not accept the view advanced by revisionist historians that public education was a middle- and upper-class imposition on the lower classes. The only groups that had schooling imposed on them were Indians and Blacks. For others, the rise of the public school was an outgrowth of pluralistic pressure groups rather than an imposition from the top down.

What distinguished American education was not only the flexibility of its system of public education, but the continued vitality of informal education at home and in the family. Throughout the period, students moved much more readily than now back and forth across the permeable boundaries of family, apprenticeship, and school. Cremin makes extensive use of autobiographies and biographies to illustrate the mixture of formal and informal influences on the experiences of nineteenth century Americans.

Cremin's book is wise, well-written, well-documented. It should appeal both to professional historians and to lay persons. The only thing it is not is cheap.

Reviewed by **Joseph F. Kett,** *professor of history, University of Virginia.*

Campus Shock: A Firsthand Report on College Life Today by **Lansing Lamont.** Dutton. 144 pp. $8.95.

The general theme of *Campus Shock* is that the universities and colleges of the 1970's were troubled, disrupted places. Much of the text is written in terms of the students, whom Lamont repeatedly describes in terms such as these that appear on page two of his book: "unhappy, beset by tension, trapped in insecurity and frustration." The chapter headings provide a catalog of problems that students confront: Crime at the Gates, Racial Distrust, Sexual Anarchy, Careerism, Grade Frenzy, The Cheating Game, Retrenchment's Angry Harvest.

The 675 interviews journalist Lamont conducted with students, faculty, parents, and administrators enable him to provide endless examples of the frustrations students face, the problems they create for themselves and each other, and their reactions to these problems. But with this wealth of detail available for illustration, the book is not a careful discussion of thoughts of the interviewees. Rather it is a jumble of almost unconnected assertions, judgments, and characterizations.

Few quotations from respondents are more than a sentence long. Many paragraphs are merely strings of quantitative notes on the dozen universities studied. The author seems to select quotations more for shock value than for illumination. He does not even lay out the statistical facts in a systematic or comparative fashion, and he presents all the material as equally startling. In many cases, Lamont makes no explicit judgments. The reader must infer his opinions from the style and tone of his writing.

Lamont's recommendations can be boiled down to—Let's all try harder. A good idea, but not one that enables us to understand or rectify the *systemic* causes of those awful problems besetting higher education.

Reviewed by **Sylvia Helen Forman,** *associate professor of anthropology, University of Massachusetts, Amherst.*

Legislated Learning: The Bureaucratization of the American Classroom by **Arthur E. Wise.** University of California Press. 212 pp. $10.95.

No teacher today has been spared the impact of federal and state mandates on a variety of school purposes and functions—from school integration to education of the disadvantaged and handicapped to competency testing. In both the education arena and elsewhere, at both state and federal levels, increased centralization of authority for decision making about a variety of human services seems to be the trend.

No one should deny that some good has come from some of the programs that constitute this trend. Had decision-making bodies beyond local and state levels not taken the initiative, some localities might still be unresponsive to the needs of minorities, the poor, the elderly, the unemployed.

Still unresolved, however, is the question of how much state and federal intervention in local government, and for what purposes, serves the public best. This is the issue Arthur Wise has articulated thoughtfully and clearly with respect to education.

Wise points out that the "feds" and, to a lesser degree, state authorities have been so successful in legislating and otherwise (through administrative directives and the Courts) assuring equality of opportunity that they have come to assume it is possible to legislate productivity (quality) as well. He argues that this assumption is ill conceived, that "low productivity in the educational system generally cannot be solved by policy intervention."

Rather, he asserts, intervention results in what he labels hyperrationalization of the schools by higher levels of government. He defines *hyperrationalization* as increased bureaucratization through rules, procedures, and scientific management techniques that do not attain the intended policy objectives. Wise is critical of quantitative measurement generally and competency testing particularly. He makes a convincing case against federal and state centralization of authority to mandate the improvement of school quality.

In a final chapter on "Achieving Equitable and Productive Education," he offers no easy solutions, however. He warns, in fact, that "equity and productivity issues, now intertwined, will be hard to disentangle." Nonetheless, he describes and evaluates four alternatives to incremental bureaucratic centralization and discusses some others. If this book has one fault, it is the scanty discussion of the alternatives. Less than 10 pages are devoted to all of them.

Whatever its shortcomings, this is an important book. Those for whom policy centralization is the antidote for problems of learning and teaching in American schools should consider its postulates and admonitions.

For teachers it offers reassurance that expertise, professional judgment, and academic freedom are to be valued over the mandates of federal and state authority for bringing about school improvement.

Reviewed by **Bernard McKenna,** *NEA Instruction and Professional Development.*

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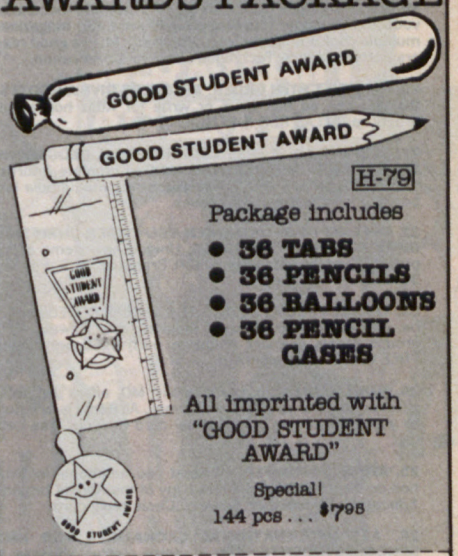

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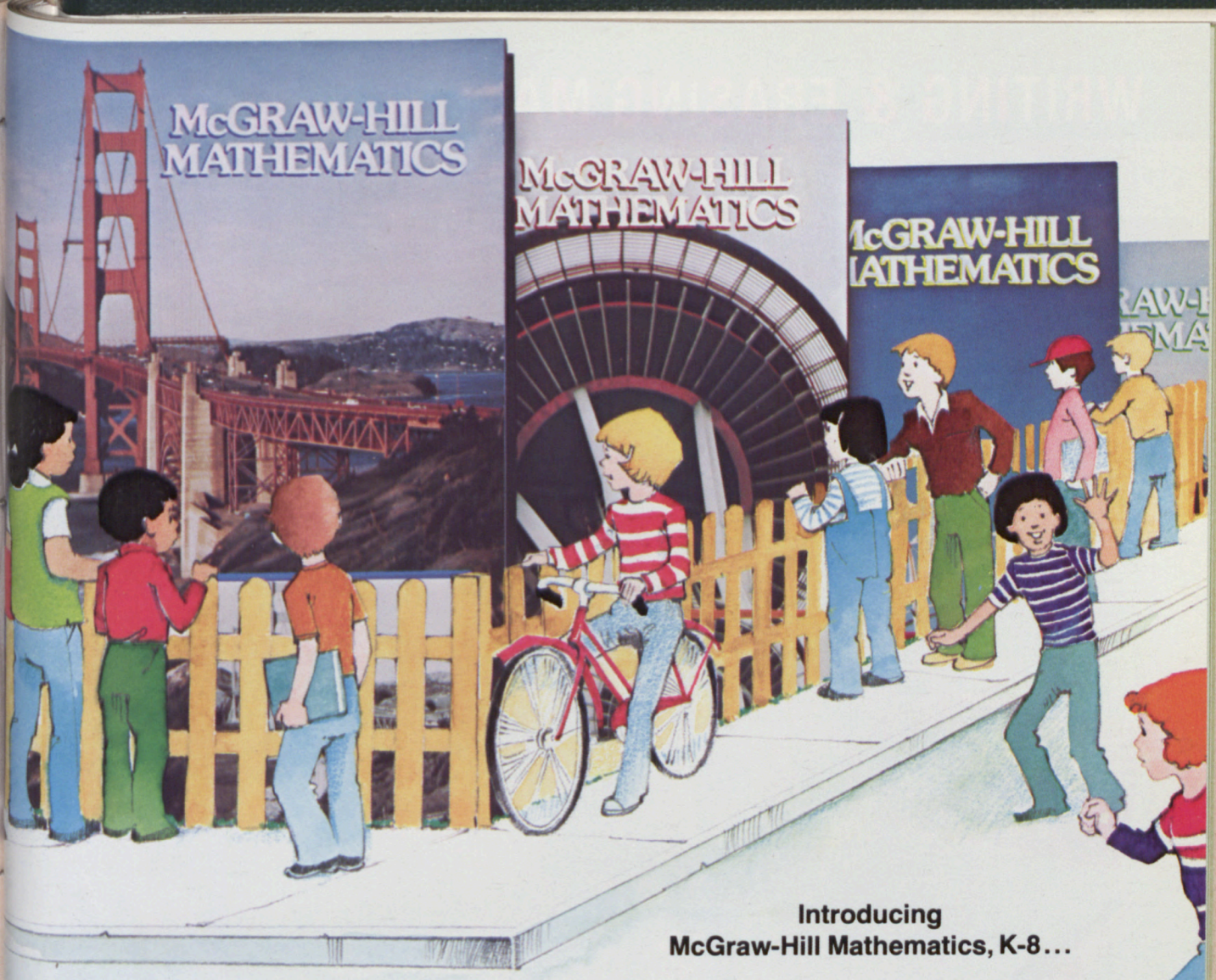

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